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ABSTRACT

Evaluations and other major projects of the Austin (Texas) Independent School District (AISD) Office of Research and Evaluation for 1991-92 will focus on: (1) externally funded programs; (2) system-wide achievement testing; and (3) system-wide evaluation. Eight evaluations will assess the impact of programs and grants funded by federal or state resources beyond the local district budget, largely in the areas of compensatory education (Chapter 1) and teacher education. Testing programs mandated by the state will be coordinated and administered, and the system-wide testing staff will provide a scoring and reporting service for some of the tests. Databases concerning student, employee, and other district information will be maintained and used to monitor local policies and mandates. Budget constraints have resulted in reduced staff, but outcome evaluation will remain strong. This document presents all 22 programs and requests for 1991-92. Many other research and evaluation activities not addressed by plans at this time will be conducted, as evaluation in the AISD responds to budget implications, identification of exemplary school practices, and indicators of success. An attached table displays the agenda-setting process. (SLD)

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THE RESEARCH AND EVALUATION AGENDA

for the

AUSTIN INDEPENDENT SCHOOL DISTRICT

1991-92

TM019650

Publication Number 91.07

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THE RESEARCH AND EVALUATION AGENDA FOR AISD--1991-92

EXECUTIVE SUMMARY

The Research and Evaluation Agenda for the Austin Independent School District is determined through an interactive process involving the Board of Trustees, the Superintendent, the Evaluation Advisory Committee, the staff of special programs, and other AISD personnel. Although the activities of the Office of Research and Evaluation (ORE) constantly adjust to current needs and requests, a set of evaluation plans is prepared at the beginning of each school year as a means of obtaining agreement among decisionmakers that the proper and most critical information needs are being addressed. These plans provide the blueprints for the evaluation staff to follow.

The evaluations and other major projects for 1991-92 will focus resources in three major areas.

1. ***Externally Funded Programs***

   Eight evaluations will assess the impact of programs and grants funded by Federal or State resources beyond the local budget of AISD. The success of students receiving compensatory education and other special services will be assessed for Chapter 1 Supplementary Reading, Chapter 1 Schoolwide Projects (Priority Schools), Chapter 1 Migrant Program, Chapter 2 Formula Programs, Title VII Bilingual Education Transition Program, Drug-Free Schools, and National Science Foundation (NSF) Grant for the Science Academy of Austin. The effectiveness of training provided to teachers through Title II Mathematics and Science Teacher Training will also be examined.

2. ***Systemwide Achievement Testing***

   Testing programs mandated by State law will be coordinated and administered. These testing programs include the Normed Assessment Program for Texas (NAPT), the Iowa Tests of Basic Skills (ITBS), Tests of Achievement and Proficiency (TAP), Texas Assessment of Academic Skills (TAAS), Computer Literacy Test (CoLT), and advanced placement tests. In addition, the systemwide testing staff will provide a scoring and reporting service for end-of-basal tests and TAAS practice tests at the elementary level.

3. ***Systemwide Evaluation***

   Data bases containing student, employee, and other District information will be maintained and used to monitor local policies and mandates such as faculty/staff recruitment goals, dropout prevention efforts, and programs for limited-English-proficient (LEP) students. Surveys of employees, students, and parents will be administered. Evaluation of the Project A+ Elementary Technology Demonstration Schools will continue. An evaluation of the Project A+ SBI Schools will be conducted. In addition, information will be provided in response to State reporting mandates such as the Annual Performance Report, HB1758 (required posting of school district information), Public Education Information Management System (PEIMS), and the Superintendent's Annual Report. GENeric Evaluation SYStem (GENESYS) analyses will be performed as available resources permit from District data bases on outcome measures such as achievement, behavior, attendance, dropout rates, and promotion/graduation status for students in identifiable groups such as Teach and Reach, AIM High, Kealing Magnet Program, Science Academy, Liberal Arts Academy, and others. A Distributive Information System for Campuses (DISC) will be established.

The 1991-92 budget for the Office of Research and Evaluation reflects a reduction of five local positions including the Assistant Director compared to four years ago. This has limited the collection and reporting of process (implementation) information, and has limited our ability to analyze and to explore why student outcomes resulted as they did. We still have strong outcome evaluation--especially with the development and refinement of GENESYS, our "generic" evaluation system.

The full Agenda document presents all the programs and requests included for study in 1991-92, the resources allocated to each, and evaluation plans for the evaluations adopted in the final Agenda. Twenty-two research and evaluation studies or activities are included in the 1991-92 Agenda. The Table of Contents lists evaluation plans for 20 of these. Separate plans are not included for Priority Schools (local), Annual Performance Report/HB1758/PEIMS, and TAAS practice/end-of-book test scoring. Evaluation questions relating to the Priority Schools (local) study are contained in the Chapter 1 Priority Schools evaluation plan. The other two items are described under the "Other Activities" section.

In addition to the evaluations outlined in this document and others that might be added as externally funded programs are approved, ORE will conduct many other research and evaluation activities not represented by evaluation plans. These other activities range from conducting an annual study of overlapping services to students, to assisting elementary school staff in completing the "Effective Schools Standards Report," to meeting with school faculties to assist them in planning and staff development.

New Directions for 1991-92

As ORE and its evaluation methodology continue to mature, and as the District examines its interest in using evaluation findings, the following three new directions will influence all evaluations.

1. Budget Implications

   During the review of 1990-91 reports by the Board of Trustees, ORE was requested to summarize its findings with budget implications and alternatives for action matched to those findings.

2. Exemplary School Practices

   Evaluations will study program outcomes by individual schools in addition to overall program outcomes. The purpose is to identify schools that have been successful and to determine what made them successful.

3. Indicators of Success

   Building upon outcome indicators identified through Project A+, strategic planning, the Effective Schools movement, TEA's indicator system, and other similar efforts, ORE will redesign summaries for schools, programs, parents, and other decisionmakers.

THE RESEARCH AND EVALUATION AGENDA FOR AISD--1991-92

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INTRODUCTION

The Austin Independent School District has made a commitment to research and evaluation for the past 18 years. The mission of the Office of Research and Evaluation (ORE) is to provide objective, accurate information to decisionmakers. The information can range from an individual student's test scores to evaluation reports on instructional programs. Decisionmakers can be as different as a parent concerned about a child's achievement and a federal funding agency.

ORE provides an independent perspective on AISD programs as guaranteed by Administrative Regulation BL-R (Local) which states that ORE "has the independence necessary to assure unbiased, forthright reports." That independence is reinforced by ORE's control over the selection of staff, the administration of funds, and the content of designs and reports.

The following goals emphasizing excellence, integrity, and service have been set by ORE staff for the 1991-92 school year:

- Improve Communication among ORE staffs, between ORE staffs, between ORE and DMI staffs, and with school and program staffs
- Work smarter, not harder by anticipating information needs, planning well in advance, using participatory management when practical, learning to use new hardware and software, using computer resources fully and effectively, and planning activities within resources and other constraints
- Ask the difficult questions and continue to report fully and honestly
- Respond to school and staff requests for assistance
- Use staff input
- Reduce paperwork
- Support the School Based Improvement Movement in AISD

The purpose of this volume is to outline the proposed activities on which the Office of Research and Evaluation will focus in 1991-92. Three key areas will receive special attention this year:

. Externally Funded Programs
. Systemwide Achievement Testing
. Systemwide Evaluation

Setting the Agenda

The process for setting the 1991-92 Agenda is outlined below.	
June-October 1991	ORE reports from 1990-91 are reviewed by staff, Cabinet, Board.
June-October 1991	Funding of external programs and grants is determined.
August 1991	Local budget resources are approved.
September-October 1991	Draft Agenda is prepared and reviewed. September 1- 20 Program Staff September 23 Evaluation Advisory Committee September 24 Secondary Education September 27 Elementary Education October 1 Cabinet October 14 Board of Trustees
November 1991	Final Agenda is prepared based upon review and comment.

A functional change from past years was implemented for the fourth year. Instead of receiving a polished Agenda after full review by other audiences, the Board of Trustees reviewed a draft Agenda earlier. This made the final Agenda more responsive to the suggestions of the Superintendent and Board of Trustees while maintaining the in-depth review by the program staff. Figure 1 on page 3 is a chart of Agenda items that have been reviewed. Attachment A describes each in terms of:

Mandate:

Required by School Board Policy?

Required by State (law or SBOE rule)?

Required by external funding agents (State/Federal)?

Requested by Board?

Requested by Superintendent/Administration

Requested by division/departments/schools?

Evaluation need identified by ORE?

Evaluability: Process Evaluation (implementation):

Possible?

Recommended by ORE?

Product Evaluation (achievement /attendance/behavior/other):

Possible?

Recommended by ORE?

Utility: Does it provide new/useful information?

Is there potential for findings being used:

Budgetary?

Instructional?

Can data be provided when needed?

Figure 1

ORE AGENDA-SETTING PROCESS 1991-92
Agenda Items for Which Resources Are Available

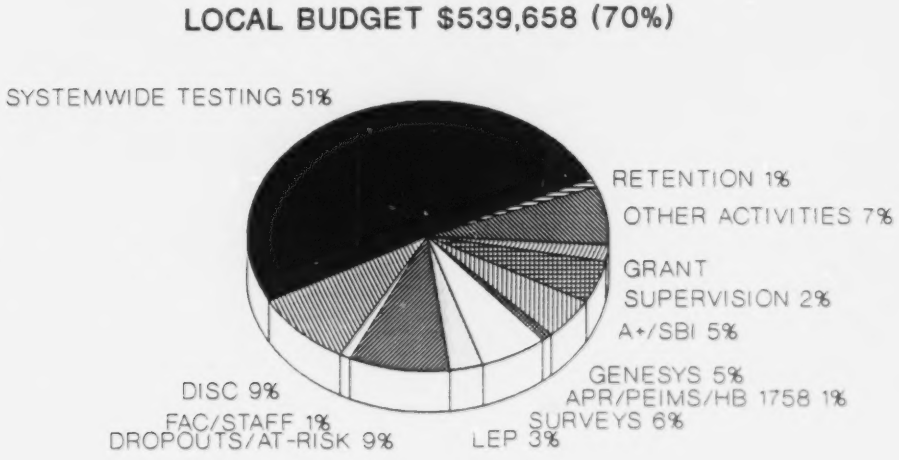
Program/Evaluation Activity	*Mandate*
Program Effectiveness Comparisons	Required by School Board policy
Distributive Information Systems for Campuses (DISC)	Requested by Superintendent Requested by divisions/depts./schools Evaluation need identified by ORE
GENeric **E**valuation **SY**Stem (GENESYS)	Requested by Superintendent Requested by divisions/depts./schools Evaluation need identified by ORE
Faculty/Staff Recruitment Plan	Required by School Board policy
Priority Schools (Local)	Required by School Board policy
Dropout Prevention (Local)	Required by School Board policy Required by State (law or SBOE rule) Requested by Superintendent/Administration Requested by divisions/depts./schools Evaluation need identified by ORE
At-Risk Students	Required by State (law or SBOE rule) Requested by Superintendent/Administration Requested by divisions/depts./schools Evaluation need identified by ORE
Districtwide Employee, Student, and Parent Surveys	Required by School Board policy Requested by Superintendent/Administration Requested by divisions/depts. /schools
Systemwide Testing	Required by School Board policy Required by State (law or SBOE rule)
Annual Performance Report/ HB1758/PEIMS	Required by State (law or SBOE rule)
Programs for LEP Students	Required by State (law or SBOE rule)
Historical Student Retention in Grade	Requested by Superintendent Requested by divisions/depts./schools Evaluation need identified by ORE

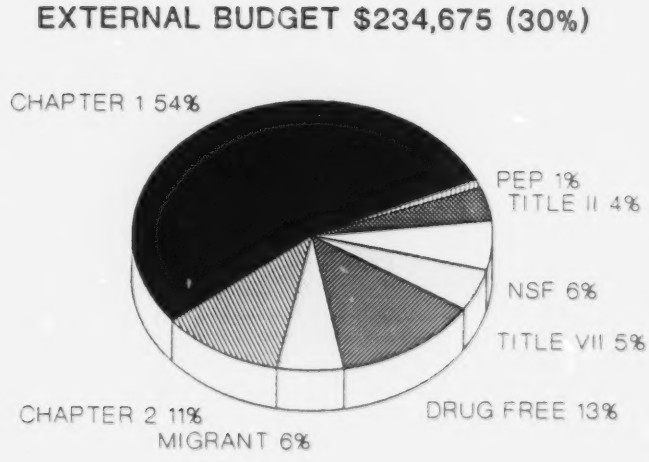
Program/Evaluation Activity	*Mandate*
Project A+ Elementary Technology Demonstration Schools	Required by external funding agents Requested by Superintendent Requested by divisions depts./schools
Project A+ SBI Schools	Required by external funding agents Requested by Superintendent
Chapter 1 Supplementary	Required by external funding agents
Chapter 1 Priority Schools	Required by external funding agents
Chapter 1 Migrant	Required by external funding agents
Chapter 2	Required by external funding agents
Title VII Bilingual Education Transition Program	Required by external funding agents
Drug-Free Schools	Required by external funding agents
National Science Foundation (Science Academy of Austin)	Required by external funding agents Requested by divisions/depts./schools
Title II Mathematics and Science Teacher Training	Required by external funding agents
TAAS Practice and End-of-Book Test Scoring	Requested by divisions/depts./schools

After reviewing these factors, we have selected the 23 items on the chart to include on the 1991-92 Agenda, based upon available ORE resources.

The two charts in Figure 2 below represent the distribution of resources, in terms of dollars, allocated to externally and locally funded activities.

FIGURE 2





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HIGHLIGHTS

The 1991-92 Agenda will reflect the following important activities for ORE.

- Identify effective and ineffective programs with budget implications
- Addition of a departmental team effort to move data and data manipulation capabilities to the campuses (Distributive Information System for Campuses, DISC)
- Addition of an evaluation of the Project A+ SBI Schools
- Continuing evaluation of the Project A+ Elementary Technology Demonstration Schools
- Continuing priority given to providing requested information in an accurate and timely fashion
- Conducting a study of student mobility within the District
- Continued implementation of a survey management system to provide longitudinal, campus-level summaries of school climate and other important factors from the perspectives of students, parents, and staff
- Continuing allocation of local resources to focus on the dropout issue
- Increased data collection/analyses in the Chapter 1, Chapter 1 Migrant, and Chapter 2 evaluations mandated by new State and Federal reporting requirements
- Implementing a new prekindergarten test
- Continuing technical support of the elementary campuses that are on Chapter 1 improvement plans
- Coordinating testing activities related to the second-year administration of the Texas Assessment of Academic Skills (TAAS). Coordinate the administration of the ITBS at grades 1 and 2 and the Normed Assessment Program for Texas (NAPT) at grades 3-11. The change to ITBS form J and the NAPT will also include preparation activities and materials to be distributed throughout the year as well as increased coordination with Elementary and Secondary Education (curriculum and administration).
- Continuing effort to increase efficiency within current budget resources by fuller use of existing District data bases and by maximizing the utility of PC resources through the use of the latest technology such as presentation graphics, desktop publishing, and local area networks (LAN's)
- Monitoring the District's "vital signs," i.e., the key statistics that reflect the instructional "health" of the system, which include attendance, discipline, grades, the dropout rate, and performance on the Exit-Level TAAS
- Continuing focus of the remaining local resources on maintaining data bases for student, employee, and school information, and the generation of summary reports from them

OTHER ACTIVITIES

Not all ORE activities are directly related to the production of a particular report or other publication. These activities are "invisible" to most observers of the District scene and must be acknowledged if the full picture of ORE is to be presented in the Agenda.

The Systemwide Testing Program is in some ways the most visible of the ORE components because every teacher, student, and parent of the District interacts with its products, yet the range of activities undertaken by the staff is probably poorly understood. In addition to coordinating the administration of the Iowa Tests of Basic Skills (ITBS), the Normed Assessment Program for Texas (NAPT), and the Texas Assessment of Academic Skills (TAAS), Systemwide Testing scores the ITBS and provides standard and requested analyses of all tests given. The tests and activities with which the Systemwide Testing staff will be involved in 1991-92 are listed below:

Achievement Tests

Iowa Tests of Basic Skills (ITBS) (Grades 1 and 2)
Normed Assessment Program for Texas (NAPT) (Grades 3-10)
Texas Assessment of Academic Skills (TAAS) (Grades 3, 5, 7, 9, and 11)
Texas Educational Assessment of Minimum Skills (TEAMS) (Students in the TEAMS program who have not met mastery)

Other Tests

Computer Literacy Test (CoLT)
Advanced Placement Tests
Preliminary Scholastic Aptitude Test (PSAT)
Scholastic Aptitude Test (SAT)
American College Testing Program (ACT)

Other Activities

Scoring of TAAS Practice Tests
Scoring of End-of-Basal Tests
Coordinating National Assessment of Educational Progress Testing
Communicating with Elementary and Secondary Education to disseminate TAAS, NAPT, and ITBS objectives,
measurement specifications, and test administration procedures

All other components of ORE also engage in activities which are not reflected directly in evaluation reports. For example, the Chapter 1 and Chapter 2 evaluations devote considerable resources each spring to providing information necessary for the development of the project application for the following year. Other activities are less directly related to the local programs being evaluated. These activities often arise from an information need of the Board of Trustees, the Superintendent or central administrators. Being able to respond to the requests quickly and accurately is one of the most important assets that ORE brings to the District. That ability is derived in part from the fact that the data collection of the mandated projects has allowed ORE to develop a computerized fund of information that can be drawn upon for many different uses.

Other examples of the variety of activities which do not lead directly to evaluation reports but contribute to improvement can be found in the following list.

- Identify effective and ineffective programs with budget inplications
- Evaluate the impact of the new exemption-from-finals rule at the high school level
- Evaluate the impact of the new 85-day attendance rule
- Evaluate how changes in grade points awarded for honors courses affect ehrollment in honors courses and overall GPA
- Working with Elementary and Secondary Education to implement advanced placement tests and procedures
- Maintaining the computerized data base on Limited-English-Proficient (LEP)/ Language-Other-than-English (LOTE) students and providing information to central and school staffs as well as TEA
- Improving the utility of achievement reports provided to instructional staff
- Refining dropout record keeping and at-risk identification to meet new State reporting requirements
- Contributing to the coordination of districtwide data collection and reporting by participation on the Information Services Committee
- Working with the other offices in the Department of Management Information to improve the flow of information to and from the campuses
- Supporting activities associated with the School-Based Improvement (SBI) initiative
- Maintaining an on-line data base of school characteristics for use by campus personnel
- Conducting needs assessments
- Working as committee members on District projects such as Momentum Teams for Project A+
- Working with other AISD central offices, including Intergovernmental Relations, Elementary Education, and Secondary Education, to assist in the acquisition of federal and state grants for special student programs such as Title II Math/Science, Title VII, and Drug-Free Schools
- Working with the Evaluation Advisory Committee (EAC) composed of teachers, principals, university professors, and lay citizens charged with the oversight of ORE's activities
- Working on a systematic approach to providing information in order to move toward an "information on demand" environment

- Completing TEA studies mandated by the Legislature
- Maintaining data files of students in major special programs
- Providing information for analysis by external, non-AISD researchers
- Contributing to educational improvement through participation in or sharing information with statewide and national organizations which address issues that impact AISD (i.e., Joint Urban Evaluation Council, statewide Student Assessment Advisory Committee, National Association of Test Directors, Directors of Research and Evaluation, Southwest Educational Research Association, American Educational Research Association, Annual Texas Testing Conference, Texas Association of School Boards, National Dropout Prevention Network, etc.)
- Sending requested copies of ORE reports and papers to interested persons worldwide. During 1990-91, a total of 237 requests were made for copies of 63 ORE reports and 319 requests for copies of 27 different papers presented at the meetings of the American Educational Research Association.
- Responding to requests for information from AISD staff and others, both in the local community and across the country
- Serving as a liaison with TEA to receive, interpret, and implement rules and regulations regarding student assessment
- Consulting with staff on planning for next school year
- Working with Secondary Education to develop a "school profile" of management information for each secondary campus
- Working with other offices in the Department of Management Information to provide a wide range of data from the school year for each elementary and secondary campus
- Providing information in response to State-reporting mandates such as the Annual Performance Report (APR), HB 1758 (required posting of school district information), and the Public Education Information Management System (PEIMS)
- Preparing information for and contributing to the Congressionally mandated Cooperative Education Data Collection and Reporting Standards (CEDCARS) which will be national standards for the conduct of research and evaluation
- Producing school profiles, detailed achievement reports by grade, test, and ethnic group for each campus
- Providing evaluation information required by the State for the Pregnancy, Education, and Parenting (PEP) program
- Providing staff development assistance to campuses, departments, principal groups, and other school district staff
- Preparing of the Effective Schools Standards Reports and other profiles for all elementary and secondary campuses

- Providing review of TEA studies in the formative stages
- Conducting a study of multiple (overlapping) services to students

DISTRIBUTIVE INFORMATION SYSTEMS FOR CAMPUSES (DISC)

EVALUATION PLAN

Contact Person:
David Wilkinson

PROGRAM DESCRIPTION

Background

The AISD School-Based Improvement (SBI) initiative being undertaken systemwide in 1991-92 adds impetus to a movement which has been underway in the District for some time, that of automating certain processes ("applications" in data processing terms) to make them more efficient. For example, many personnel processes have been automated, some for many years (see *Personnel Department Automation*, ORE Publication No. 89.42). To this point, the automation of applications has occurred centrally, on the mainframe computer, though campuses have benefited both directly and indirectly by the automation. In addition, campuses have in recent years been able to access a wide range of student and administrative data on the mainframe computer. On the whole, campuses have not, however, had the capability for manipulating these data to customize them for their local needs. Campus personnel have had to rely on the speed and availability of the central processing capabilities to provide them with custom information. The next step in the automation process is therefore evident.

In data processing parlance, "distributive processing" refers to decentralized data processing, where data manipulation functions are "distributed" to remote (i.e., noncentral) locations. Distributive information systems implies that access to and analysis of data is decentralized. The aim of the Distributive Information Systems for Campuses is to "distribute" access and analysis capabilities to campuses, so that they may use more fully the extensive information available on the mainframe computer, while maintaining centralized data processing of major applications. Distributive information systems means that campuses could create desired reports more quickly, could customize them to meet their own needs, and would not need to rely so much on central processing facilities, including having to travel from their campuses to the central office to pick up computer output.

Mission

The mission of the DISC project is:

> To empower campuses to access and use information for decisionmaking more effectively.

Goals

The two first-year goals of the DISC project, stated simply, are:

1. To redesign student, school, program, and districtwide profiles; and

Program Description Continued

2. To increase data access at the campuses while providing the capability to analyze the data.

"Profiles" refers here to a number of current reports which present data at various times of the year and with various definitions of the data being reported. Included in this connection are:

- GENESYS (GENeric Evaluation SYStem)
- Annual Performance Report (APR)
- Effective Schools Standards Report
- Secondary Profile
- School Characteristics and Ranks (SCAR)
- Achievement Profile
- Academic Excellence Indicator System (AEIS)

Such an array of reports points to the need to compare and contrast them and perhaps to merge them into a single, comprehensive report, while at the same time making provisions for new reporting requirements relating to Texas Education Agency (TEA) accreditation, Project A+, and campus improvement plans (CIP's).

Moving data to the campuses means providing campuses with data resident on the mainframe computer in a form which they can manipulate. In the broadest sense, this effort will require the identification of appropriate training for staff, hardware, software, and support personnel. More immediately, simple applications to furnish to campuses can be identified—e.g., student/parent addresses for directories/mailings and already-formatted data files with software to query them.

Objectives

The first-year objectives of the Distributive Processing Project are to:

- Increase data access at the campuses,
- Identify software campuses can use,
- Redesign profiles,
- Redesign applications: surveys, mailings, etc.; and
- Consider other issues: schools' use of AISD's data entry bid, CIP's, etc.

The DISC project is not:

- A data processing application effort such as grade reporting, payroll, attendance accounting, etc.,
- An SBI-dependent effort,
- Mainframe operations,

Program Description Continued

- Dependent upon additional budget requirements,
- Reducing the central quality control of data,
- Decentralizing data processing, or
- "Dumping" work onto campuses.

Personnel

An interdisciplinary team from the Department of Management Information will work cooperatively to address the goals and objectives of the project. The team members and the approximate percentages of their time to be devoted to the project are shown below. These percentages consider that the work of the team will accomplish much of the traditional work of these positions—just in a somewhat different manner.

Evaluator, Systemwide Evaluation (team leader)	25%
Evaluator, Systemwide Testing	15%
Evaluation Associate, Systemwide Evaluation	25%
Evaluation Associate, Systemwide Evaluation	75%
Supervisor of Programming	15%
Management Information Associate	15%

The Chapter 1 Evaluator and the two half-time Project A+ evaluation associates will serve in an advisory capacity to the team. Overall direction and allocation of priorities and resources will be furnished by the Executive Director of the Department of Management Information.

Advisory Groups

To help to focus on the needs of campuses, the DISC team will seek advice and review of its work from a number of existing advisory bodies:

Data Processing Advisory Committee for Elementary,

Data Processing Advisory Committee for Secondary,

Advisory Principals' Team- Elementary,

Quick Response Team-Secondary

Information Services Committee (ISC), and

Evaluation Advisory Committee (EAC).

Key Issue 1

How should official statistics about the students, schools, and the District be reported?

Date Needed: December, 1991

	EVALUATION QUESTIONS	*INFORMATION SOURCES*
1-1.	What statistics about the schools and the District are currently reported? How often? In what format?	• All Profiles
1-2.	What official statistics about the schools and the district have to be reported? According to what mandate?	• State Law andRegulations • School Board Policies
1-3.	What new reporting requirements are associated with: • Accreditation? • Project A+? • Campus Improvement Plans? • Strategic Planning? • SBI?	• State Law and Regulations • District Plans
1-4.	How often should official statistics about the schools and the District be reported?	• Administrator Interviews • Local and External Mandates
1-5	What format is best for reporting?	• Administrator Interviews • Local and External Mandates

Key Issue 2

What data do campuses need to support their operations and improvement?

Date Needed: June, 1992

EVALUATION QUESTIONS	*INFORMATION SOURCES*
2-1. What information do campus personnel want in a more manipulable format?	• Advisory Groups • Administrator Interviews
2-2. What do campuses need to facilitate their increased independence in the areas of: • Hardware? • Software? • Personnel? • Training?	• Long-Range Technology Plan • Advisory Groups • Administrator Interviews
2-3. What simple applications can be made available to campuses quickly?	• Review of Commercial Software • Identification of Potential Applications

GENERIC EVALUATION SYSTEM (GENESYS)

EVALUATION PLAN

Contact Person:
Linda Frazer

PROGRAM DESCRIPTION

GENESYS is a GENeric Evaluation System.

GENESYS is a method of streamlining data collection and evaluation through use of computer technology. From its fist year in 1973, the Office of Research and Evaluation (ORE) has been challenged to evaluate a multitude of diverse programs with limited resources. By standardizing methods and information provided to persons requesting data, GENESYS makes it possible to evaluate a much larger number and variety of programs than would ordinarily be possible. GENESYS gathers and reports the following standard information on specified groups of students:

- Student Characteristics
- Achievement
- Attendance
- Discipline
- Grades/credits
- Dropouts
- Retainees
- At-Risk Students

GENESYS can be run for any group identifiable through a computer file. Since 1988-89, the first year in which it was run, GENESYS has included a wide variety of elementary, secondary, and K-12 programs. The programs likely to be included in 1991-92 are listed below. Additional groups will probably be identified during the course of the year for which information will be required.

Projected 1991-92 GENESYS Groups

K-12
- Bilingual/ESL Programs
- Communities in Schools (CIS)
- Drug Abuse Resistance Education (DARE)
- Peer Assistance Leadership (PAL)
- Project Mentor
- SBI Schools

Elementary
- AIM (Ability, Interest, Motivation) High
- Blackshear Computer Lab
- Blanton WICAT Computer Lab
- MegaSkills
- Project Teach and Reach Technology Initiative

Program Description Continued

- Read Bridge Computer Lab
- Project A+ Elementary Technology Schools
- Accelerated Schools
- St. Edward's Community Mentor Program

Secondary

- Academic Incentive Program (AIP)
- Alternative Learning Center (ALC)
- Block Programs
- CCC Labs
- Coordinated Vocational Academic Education (CVAE)
- Dropouts
- Evening High School
- Hispanic Student Initiative Scholarship
- Johnston Technology Learning Center
- Jump Start
- Kealing Magnet
- Leadership Austin
- Liberal Arts Academy
- Newcomers Program
- Project TOUCH
- Robbins Secondary School
- Science Academy
- Secondary Honors Program
- Title VII
- Zenith Program

Given a file of those students involved in a program, group, or innovation, GENESYS provides outcome information for the following variables:

Group Characteristics: Number served by grade, ethnicity, sex, low income, LEP, overage for grade, at-risk, special education, and gifted/talented;

Achievement Results by Grade: ITBS, TAP, TAAS, and ROPE regression trend information;

Attendance, Discipline, Grades/Credits: Four semesters;

Dropouts and Retainees: Counts as of the end of the fifth six weeks for dropouts and potential retainees as of the end of May.

For each group, four standard listings are produced:

The GENESYS *Program Summary* summarizes information on the group's overall performance on all variables.

Program Description Continued

The *Executive Summary* summarizes findings in narrative form and compares the group's data to appropriate districtwide groups.

GENESYS *Data by Student* provides a listing of this information by individual student (as applicable) for review and reference.

The *Program Description*, supplied by program or evaluation staff, gives information on the program's characteristics.

Two optional printouts can be requested by the user:

Cross-Program Comparison Charts provides a summary of statistics across multiple programs designated by the user;

Two-Way Crosstabulation Tables provide a greater level of detail about selected variables than that provided in the evaluation summary.

Information sources for all of the following questions are the computer files accessed by GENESYS.

Key Issue 1

What do outcome data from AISD computer files indicate about the status of students in special programs or other identifiable groups?

Date Needed: July, 1992

	EVALUATION QUESTIONS	*INFORMATION SOURCES*
1-1.	What were the demographic characteristics (number served, ethnicity, sex, etc.) of the students in the special programs or identified groups?	• Computer Files
1-2.	What were the attendance rates for students in the special programs or identified groups?	• Computer Files
1-3.	How many discipline incidents occurred among students in the special programs or identified groups?	• Computer Files
1-4.	What were the grade point averages (GPA's) earned by the students in the special programs or identified groups?	• Computer Files
1-5.	How many course credits were earned by the students in the special programs or identified groups?	• Computer Files
1-6.	How many F's and NG's (no grades) were received by the students in the special programs or identified groups?	• Computer Files
1-7.	What were the dropout rates for students in the special programs or identified groups?	• Computer Files
1-8.	How many students in the special programs or identified groups were retained?	• Computer Files
1-9.	What were the achievement levels of the students in the special programs or identified groups?	• Computer Files

FACULTY/STAFF RECRUITMENT PLAN

EVALUATION PLAN

Contact Person:
David Wilkinson

PROGRAM DESCRIPTION

On August 28, 1989, the Board of Trustees adopted the recommendations of the Tri-Ethnic Task Force and directed that they be incorporated into AISD policy. Among the recommendations was an adjustment to the District's recruitment goal established in 1982. The recommendation reads as follows:

> Adjust AISD recruitment and promotion goals to reflect the State of Texas available work force in order to ensure that AISD continues to provide equal employment opportunities.

In the Department of Personnel, this recommendation is understood to refer to the most recent statewide percentages of persons currently working in education in Texas. These numbers are based on data from the Texas Education Agency's Personnel Roster. Figures for 1990 are reported in the 1990 Faculty/Staff Recruitment Report (ORE Publication No. 90.11). For professionals, the available work force in Texas (based on 1989-90 statewide percentages) is: Black, 9.2%; Hispanic, 12.8%; and Other, 78%. Among administrators, 1989-90 statewide percentages are: Black, 9%; Hispanic, 14.9%; and Other, 76.2%.

AISD moniters the success and status of recruiting efforts through the Affirmative Action Advisory, a citizens' advisory group consisting of seven members appointed by the Board of Trustees. This group meets quarterly, or as needed.

Key Issue 1

Is AISD meeting its affirmative faculty/staff recruitment and employment goals?

EVALUATION QUESTIONS	*INFORMATION SOURCES*
1-1. Is the District making progress in its efforts toward meeting FSR long-term goals? a) What is the ethnic breakdown of the AISD: • Professional Population? • Administrative Population?	• AISD Personnel Records
1-2. How does AISD compare with Texas as a whole in terms of ethnic and sex distribution? a) What is the ethnic breakdown of the Texas and U.S.: • Professional population? • Administrative population? b) What is the sex breakdown of the Texas: • Professional population? • Administrative population?	• Texas Education Agency (TEA) Records • Reference Materials • TEA Records

Key Issue 1 Continued

EVALUATION QUESTIONS	*INFORMATION SOURCES*
1-3. Is the District meeting its recruitment and hiring goals? a) What is the ethnic breakdown of the AISD newly hired staff: • Professional population? • Administrative population? b) What is the number and percentage of student teachers in AISD by ethnicity? c) What efforts exist in AISD to interest students in teaching (e.g., Future Teachers Clubs, National Science Foundation efforts?)	• Office of Student Teaching Ethnicity Report • Office of Student Teaching-Secondary Staff Development • Personnel Director Interview • School Club Sponsors
1-4. What re the characteristics of the Texas teachers pool? What are the passing rates by ethnicity for the : a) Texas Academic Skills Program (TASP) test? b) Examination for Certification of Educators in Texas (Ex-CET)	• Texas Education Agency (TEA) Records
1-5. What is the District doing to recruit and retain minority professional and administrator applicants?	• Personnel Director Interview • Assistant Director of Staff Personnel Interview
1-6. How many AISD high school students express an interest in teaching as a career? By ethnicity?	• Districtwide Student Survey

DROPOUT PREVENTION

EVALUATION PLAN

Contact Person:
Linda Frazer

PROGRAM DESCRIPTION

The Austin Independent School District has many activities and programs which directly or indirectly are intended to reduce the dropout rate or keep the rate from increasing. This evaluation plan assesses the dropout rate for AISD.

Education Issue 1

Should the District modify activities intended to reduce the dropout rate?

Date Needed: January, 1992

	EVALUATION QUESTIONS	*INFORMATION SOURCES*
1-1.	Is the dropout rate changing? If so, why?	• Dropout File
1-2.	What has been the history of increases/decreases in annual dropout rates since 1983-84? a) By ethnicity? b) By grade? c) by sex?	• Dropout File
1-3.	What was the annual dropout rate at grades 7-8, and 9-12: a) By ethnicity? b) By grade? c) By school? d) By sex?	• Dropout File
1-4.	Is AISD's dropout rate better or worse than other districts' rate?	• Dropout File • State Dropout Report
1-5.	Which schools are effective in lowering their dropout rates? Why are they effective?	• Dropout File
1-6.	What are the dropout rates for students who were first in ninth grades in 1983-84, in 1984-85, in 1985-86, in 1986-87, in 1987-88, in 1988-89, in 1989-90, and in 1990-91 the fall of 1991? a) By ethnicity? b) By sex?	• Dropout File

Education Issue 1 Continued

EVALUATION QUESTIONS	*INFORMATION SOURCES*
1-7. What are the dropout rates for students who were first in seventh grades in 1984-85, in 1985-86, in 1986-87, in 1987-88, in 1988-89, in 1989-90, and in 1990-91 as of the fall of 1991: a) By ethnicity? b) By sex?	• Dropout File
1-8. What is the dropout rate for: a) LEP students? b) Special education students? c) Students from low income families?	• Dropout File • Language File (LANG) • Special Education File
1-9. What percentage of dropouts are: a) LEP students? b) Special education students? c) Students from low income families?	• Dropout File • LANG • Special Education File

AT-RISK STUDENTS

EVALUATION PLAN

Contact Person:
Linda Frazer

PROGRAM DESCRIPTION

In 1986, the Texas Legislature approved House Bill 1010, which included a provision that specified criteria by which Texas schools would identify students at risk of dropping out and notify their parents. As a consequence of this educational reform legislation, each Texas school district had to operationalize and implement the mandate.

Educational Issue 1

Should the District modify activities intended to reduce the at-risk rate?

	EVALUATION QUESTIONS	*INFORMATION SOURCES*
1-1.	Is the at-risk rate changing for grades PK-6? If so, why?	• At-Risk Files
1-2.	Is the at-risk rate changing for grades 7-12? If so, why?	• At-Risk Files
1-3.	What has been the history of increases/decreases in annual at-risk rates since 1987-88: a) By ethnicity? b) By grade? c) By sex?	• At-Risk Files
1-4.	What was the annual at-risk rate at grades PK-6, and 7-12: a) By ethnicity? b) By grade? c) By school? d) By sex?	• At-Risk Files
1-5.	Which schools are effective in lowering their at-risk rates: a) By grade? b) By ethnicity?	• At-Risk Files
1-6.	What has been the history of increases/decreases in the annual number and percent for at-risk students for grades PK-6: a) Who are overage 2+ years? b) Who are overage 1+ years? c) Who are below 30%ile in Reading Achievement? d) Who are below 30%ile in Mathematics Achievement? e) Who failed TAAS Reading? f) Who failed TAAS Mathematics? g) Who failed TAAS Writing? h) Who are LEP students?	• At-Risk Files

Educational Issue 1 Continued

EVALUATION QUESTIONS	*INFORMATION SOURCES*
1-7. What has been the history of increases/decreases in the annual number and percent for at-risk students for grades 7-12: a) Who are overage 2+ years? b) Who are overage 1+ years? c) Who are two or more years below grade level in Reading Achievement? d) Who are two or more years below grade level in Mathematics Achievement? e) Who failed TAAS Reading? f) Who failed TAAS Mathematics? g) Who failed TAAS Language? h) Who failed TAAS Writing? i) Who failed two or more courses and are not on pace towards graduation?	• At-Risk Files

DISTRICTWIDE SURVEYS

(Employee, Student, and Parent)

EVALUATION PLAN

Contact Persons:
Sedra Spano
David Wilkinson
Catherine Christner

PROGRAM DESCRIPTION

This plan is still under review by the Information Services Committee and is therefore preliminary.

Districtwide surveys are an efficient way to meet a number of AISD data needs. Surveys:

- Satisfy the requirement for an annual survey of professionals on job satisfaction and other employee relations issues (the requirement is based on a consultation agreement with the Austin Association of Teachers in 1987-88).
- Meet the needs of AISD decisionmakers for input from students, professionals, and administrators on issues of general concern to the District, such as quality of education, biggest school problems, and school climate.
- Assess how well former AISD high school graduates perceive their education to have prepared them for continuing education, employment, or leisure activities.
- Provide counselors and other high school staff with information about the vocational course interests and job needs of students.

Employee surveys have been conducted annually since 1979-80. Student surveys have been conducted annually since 1983-84. A districtwide survey of elementary parents (the first of this scope) was conducted in 1987-88. A secondary parent survey was added the following year. **This year the secondary parent survey will not be conducted by ORE due to exceptionally low return rates the past two years. A former student survey will be conducted this fall for the first time since 1982-83.**

In 1990-91, over 75,000 surveys were distributed. Surveying this many persons while trying to minimize their paperwork burden has been made possible by a sophisticated computerized system which allows sampling such that each respondent receives a limited number of the total items. For example, each teacher received no more than 23 of the 333 confidential items asked in 1990-91. Likewise, survey responses to 86 items were gathered from over 12,900 students, but each student received no more than 24 items.

Program Description Continued

This year, the employee survey processes may be changed in response to the redirection of ORE resources to support the School Based Improvement initiative, which emphasizes the strengthening of campus autonomy. Current technology will allow for the creation of a generic survey system which will allow school-based staff and others conducting specific evaluations to conduct their own surveys, if desired, with support from ORE and Data Services.

Gauging the opinions of those who work for, and are served by, AISD, especially as regards the District's success, remains an important activity. The anonymous survey items which are directed to professionals to assess their job satisfaction will continue to be administered in the spring. The confidential part of the employee survey will be reduced in scope this year, with those interested in asking questions related to specific evaluations being encouraged to take advantage of the generic survey system.

A portion of the time of the Chapter 1 staff will be devoted to coordinating the elementary parent survey (as part of the Priority Schools evaluation). The elementary parent survey will be computer-generated again this year; computer programmer resources are therefore essential.

School climate items for the student survey will be repeated this year. Other items will be solicited from appropriate staff, and information on how to use the generic survey system will also be disseminated.

A portion of the time of the Systemwide Evaluation evaluation associate will be devoted to the survey effort, and to providing technical assistance and support to users of the generic survey system, among other tasks. General supervision and support will be provided by the Systemwide Evaluation evaluator. Computer programmer resources will also be essential.

Information sources for all evaluation questions located on the next page are the staff, student, former student, and elementary parent surveys.

Key Issue 1

Should AISD programs, policies, and procedures be continued as they are or be modified?

Date Needed: June, 1992

EVALUATION QUESTIONS

1-1. What are the opinions of former AISD high school graduates on how well their high school education prepared them for their continuing education, employment, or leisure activities?
Date needed: November, 1991

1-2. What are the opinions of AISD high school students in areas relating to school climate/effectiveness? Other topics of general interest?

1-3. What are the opinions of AISD high school students regarding vocational course interests and job needs?
Date needed: December, 1991

1-4. What are AISD elementary parents' opinions regarding topics of general interest? Examples:
- Quality of school education
- School climate
- AISD's greatest strengths
- The biggest problems for schools

Date needed: March, 1992

1-5. What are the opinions of AISD professionals in areas relating to school climate/effectiveness?
Date needed: March, 1992

STUDENT ACHIEVEMENT

EVALUATION PLAN

Contact Person:
Evangelina Mangino

PROGRAM DESCRIPTION

The Systemwide Testing Program coordinates the administration and processing of achievement tests and the distribution of their results. The program is also designed to assist AISD administrators, teachers, students, and parents in the use of achievement data in the following areas.

- To investigate the overall impact of AISD's programs on majority and minority student achievement at the District and campus levels,
- To identify students eligible for remedial and enrichment programs, as well as different levels of instruction within the regular instructional programs,
- To provide achievement data used for the evaluation of remedial and enrichment programs, as well as the regular instructional programs,
- To report basic information on student achievement to the School Board and the general public,
- To maintain Texas Assessment of Academic Skills (TAAS) and Texas Educational Assessment of Minimum Skills (TEAMS) Exit-Level files to determine students' status for high school graduation,
- To identify and respond to achievement-related information and resource needs of the School Board, campus and central office administrators, teachers, counselors, and parents, and
- To identify schools performing higher and lower than schools with similar populations.

In addition to the coordination of tests and report of their results, the systemwide testing program participates in the following activities:

- TAAS practice tests scoring services,
- End-of-book testing for elementary students
- Assisting TEA with field tests as required by state law, and
- Assist on the State Assessment and the National Assessment of Educational Progress (NAEP).

Decision Question 1

Should the District modify its 1991-92 plan for improvement in basic skills achievement based on TAAS results?

EVALUATION QUESTION 1

Is AISD's instructional program successfully teaching students the skills required to master the TAAS objectives?

		INFORMATION SOURCES
1-1.	What percentage of students mastered the TAAS test in mathematics, reading, and writing in grades 3, 5, 7, and 9 at the "minimum expectation", "mastered all objectives", and "academic recognition" levels: a) By sex? b) By ethnicity? c) By low-income status? d) By LEP status?	• Texas Assessment of Academic Skills (TAAS) File (2/1/92)
1-2.	How do the three mastery levels in AISD compare with the state mastery results?	• TAAS File (2/1/92) • TAAS State Report
1-3.	How did AISD students (total and by ethnicity, income status, and LEP status) perform on the TAAS, grades 3, 5, 7, and 9: a) Compared to last year? b) Compared to other urban districts? c) Compared to other Texas school districts? d) Compared to the State averages?	• TAAS File • Joint Urban Evaluation Council (JUEC) TAAS Summary (3/92)
1-4.	How did students perform at each campus?	• TAAS File
1-5.	What percentage of AISD LEP and Special Education students were tested on the TAAS?	• TAAS File
1-6.	How many schools were identified as low-achieving campuses by TEA and how does this compare with: a) Other urban districts? b) Previous years?	• TEA List of Low-Achieving Campuses (4/92)

Decision Question 2

Should the District modify its instructional strategies for preparing students to master the Exit-Level TAAS?

EVALUATION QUESTION 2

Is AISD's instructional program successfully teaching students the skills required to master the TAAS objectives?

		INFORMATION SOURCES
2-1.	How many and what percentage of the seniors with all other requirements for graduation completed were denied a diploma as a result of not mastering the Exit-Level TEAMS or TAAS?	• TAAS File (2/1/92 & 5/15/92) • Graduate File (7/15/92)
2-2.	How many and what percentage of eleventh-grade students met the mastery criteria on the Exit-Level TAAS: a) At the first administration? b) At the retesting? c) Overall?	• TAAS File
2-3.	How did eleventh graders perform on the Exit-Level TAAS: a) By sex? b) By ethnicity? c) By low-income status? d) By LEP status?	• TAAS File
2-4.	How did eleventh graders perform on the writing sample?	• TAAS File
2-5.	How did AISD students (total and by ethnicity, income status, and LEP status) perform on the Exit-Level TAAS: a) Compared to last year? b) Compared to other urban districts? c) Compared to other Texas school districts? d) Compared to the State averages?	• TAAS File • Texas Education Agency (TEA) Data Tapes • TAAS State Report
2-6.	How did students perform at each campus?	• TAAS File

Decision Question 3

Should the District modify its plans for improvement in basic skills achievement based on the results of the Normed Assessment Program for Texas (NAPT)

EVALUATION QUESTION 3

Is AISD's instructional program successfully teaching students the skills required to compete successfully with students nationwide?

		INFORMATION SOURCES
3-1.	How did AISD's 1991-92 student achievement compare, by ethnicity, to the students: a) In the nationwide norming sample? b) In the urban district norming sample? c) In Texas?	• NAPT/ITBS File (5/14/92)
3-2.	What percentage of the students in each ethnic group scored in the highest and lowest ranges of the NAPT?	• NAPT/ITBS File
3-3.	How large were the achievement gains made by AISD students in 1991-92, by ethnicity?	• NAPT/ITBS File
3-4.	How did AISD's 1991-92 student achievement compare, by ethnicity, to the achievement of students in 1-12 across the last three years?	• NAPT/ITBS File
3-5.	What were the achievement levels of AISD students, by ethnicity, who qualified for a free or reduced-priced meal: a) In 1991-92? b) Compared to the achievement of low-income student from previous years?	• NAPT/ITBS File
3-6.	Which schools showed achievement in reading and mathematics higher or lower than schools with similar populations?	• NAPT/ITBS File • Report on School Effectiveness
3-7.	What are the mean grade equivalent (GE) achievement gains of LEP students able to be tested in English in 1991-92?	• NAPT/ITBS File

Information Needs

	INFORMATION QUESTIONS	INFORMATION SOURCES
I-1.	How did the AISD 1991-92 graduates who took the SAT compare with other students nationwide: a) In reading and math? b) In participation rates? c) In previous years?	• Scholastic Aptitude Test (SAT) Report
I-2.	Who in AISD in 1991-92 received achievement results from the following tests: a) NAPT? b) TAAS? c) Placement Tests?	• ORE Distribution of Reports List
I-3.	What questions were asked in 1991-92 by the School Board, the Superintendent, and central and campus administrators? What answer or action was taken with each question?	• ORE Documentation
I-4.	What percentage of LEP students were not tested with English TAAS because they were: a) Exempt? b) Tested in Spanish?	• TAAS File • LANG File
I-5.	How does the percentage of LEP students exempted and tested in Spanish compare to the percentages of the urban districts?	• TAAS File • JUEC TAAS Summary

Information Needs Continued

INFORMATION QUESTIONS	*INFORMATION SOURCES*
I-6. Special Education testing status of AISD students.	
I-6-1. What percentage of students are exempt from testing: a) On the NAPT? b) On the TAAS?	• NAPT File • TAAS File
I-6-2. How does the percentage exempted on TAAS compare with other urban districts?	• TAAS File • JUEC Summary File
I-6-3. How does the number of special education students tested or exempted in 1991-92 compare to the other urban districts?	• TAAS File • NAPT File
I-6-4. How many and what percentage of students graduated with a special education exemption on the Exit-Level TAAS: a) By handicapping condition? b) By number of hours per day of special education instruction?	• TAAS File • Graduate File
I-7. How did AISD students perform on placement tests (e.g., COLT, Advanced Placement) in 1990-91?	• Computer Literacy Test (COLT) File • Advanced Placement Test File
I-8. What procedures were set up for coordinating and administering advanced placement test in 1991-92? Do they need to be revised?	• ORE Documentation
I-9. How many schools are using ORE scoring services for the Region XIII TAAS practice tests?	• Practice TAAS Test File

PROGRAMS FOR LIMITED-ENGLISH-PROFICIENT (LEP) STUDENTS

EVALUATION PLAN

Contact Persons:
David Wilkinson
Sedra Spano

PROGRAM DESCRIPTION

Texas law requires that all students with a language other than English (LOTE) be processed to determine their English proficiency. Those identified as limited English proficient (LEP) must be provided one of two basic programs:

> Transitional Bilingual Education (TBE) a program of dual-language instruction, including a state-required minimum of 45 minutes of English-as-a-Second Language (ESL) instruction, provided to students with Spanish, Vietnamese, and Korean backgrounds, and
>
> English as a Second Language (ESL), a program of specialized instruction in English provided to students whose parents refuse dual-language instruction and to other LEP students not receiving bilingual education.

Some LEP students are served by special education only or through modified methods of instruction.

In 1989-90, by agreement with the Texas Education Agency, another option was made available only for those Hispanic students who were classified as C (bilingual), D (English dominant), or E (English monolingual) as of May, 1989. These "old" CDE students may be assigned through their Language Proficiency Assessment Committees (LPAC's) to the Language Arts Mastery Process (LAMP), an oral language development program conducted in English. This is not an option for newly identified C, D, or E students.

A portion of one evaluation associate's time will be devoted to monitoring the progress of LEP students, especially in terms of English achievement. The LEP C, D, and E students will be tracked for one more year. As resources allow, management information will also be provided through the computerized file of all LOTE students in the District. Supervision will be provided by the Systemwide Evaluation evaluator.

Other evaluation plans including questions related to LEP students are Priority Schools, Chapter 1/Chapter 1 Migrant, Dropout Prevention, Retention, Title VII, and Systemwide Testing. Evaluation findings about LEP students will be presented in the final evaluation reports for these projects.

Key Issue 1

Are limited-English-proficient (LEP) students receiving an instructional program appropriate to their needs?

Date Needed: June, 1992

EVALUATION QUESTIONS	*INFORMATION SOURCES*
Findings from Evaluation Questions 1-1 through 1-5 will be reported in the final report on student achievement for 1991-92	
1-1. What percentage of AISD LEP students tested in English showed mastery of the TAAS by grade? Compare to the State average? Compared to past years?	• TAAS (English)
1-2. What percentage of AISD LEP students were tested in English and Spanish on the TAAS by grade?	• TAAS (English, Spanish)
1-3. What percentage of AISD LEP third graders tested in Spanish mastered TAAS? Compared to the State average? Compared to past years?	• TAAS (English, Spanish)
1-4. How do AISD's LEP mastery rates compare to the rates for LEP students in the other "Big 8" districts?	• TAAS (English, Spanish)
1-5. What are the mean grade equivalent (GE) achievement gains of LEP students able to be tested in English in 1991-92 and 1990-91? By grade? By language? By dominance?	• Language (LANG) File • Iowa Tests of Basic Skills (ITBS) • Tests of Achievement and Proficiency (TAP)

Key Issue 1 Continued

EVALUATION QUESTIONS	*INFORMATION SOURCES*
Findings from Evaluation Question 1-6 will be reported in the final report on AISD dropouts for 1991-92	
1-6. How many LEP students drop out? Compared to other AISD students? How many LEP students are identified as "high risk"? Date Needed: December, 1992	• Office of Research and Evaluation GENeric Evaluation SYStem (GENESYS)
1-7. How did the LEP students being served compare to the LEP students with a parent denial of service in terms of: • Achievement? • Attendance? • Discipline Rates? • Grades? • Retention rates? • Dropout rates?	• GENESYS
Findings from Evaluation Question 1-8 will be reported in the final report on retention for 1991-92	
1-8. How many LEP students were retained in 1991-92, by grade level? How many LEP students retained in 1991-92 attended summer school in 1991?	• Retention File • Student Grade Reporting (SGR) File
1-9. What is the nature of AISD's LEP population? • By grade? • By school? • By language? • By dominance? • By parent denial status? • By program (e.g., TBE, ESL, LAMP)? • By age? • By special education status? • By discipline status? • By attendance?	• LANG File (October and June counts) • GENESYS • Gifted/Talented File • Overlap Study File • Immigrant File • Big File

Key Issue 1 Continued

Date Needed: June, 1992

	EVALUATION QUESTIONS	*INFORMATION SOURCES*
1-9.	By dropout status? Continued... • By retention status? • By length of service? • By compensatory education status? • By gifted/talented status?	
1-10.	What changes if any have occurred in the District's programs for LEP students?	• LANG File
1-11.	How many "old" CDE students were placed in bilingual, ESL, or LAMP? How many: • Changed programs? • Changed dominance? • Exited?	• Annual Reviews • LANG File
1-12.	What compensatory services were provided to students identified as "not LEP" but who are "educationally disadvantaged"?	• LANG File • Overlap Study File
1-13.	How do LEP students who have been served in AISD since pre-K compare with newly entered LEP students at the secondary level?	• LANG File • NAPT/ITBS File
1-14.	What was the cost of transferring students to bilingual centers in relation to the cost of hiring additional teachers?	• Budget Records • Personnel Administrator Interview

Information Needs

Date Needed: October, 1993

	INFORMATION QUESTIONS	*INFORMATION SOURCES*
I-1.	Which LEP students are eligible to exit based on achievement and proficiency test scores? How many LEP students exited in 1991-92? What was their average number of years in LEP programs?	• Annual Reviews • LANG File
I-2.	How many students reentered LEP programs in 1991-92?	• LANG File
I-3.	How many 1991-92 graduates were LEP or formerly LEP?	• LANG File • GRAD File
I-4.	How many bilingual transfers were there in 1991-92? From what schools? For what languages?	• Transfer File

HISTORICAL STUDENT RETENTION IN GRADE

EVALUATION PLAN

Contact Person:
Vicente Paredes

PROGRAM DESCRIPTION

The Historical Student Retention in Grade report contains data concerning the number of students that repeat a grade level. It is a compilation of retention statistics over time. The report is produced twice yearly, once after the end of the school year (potential retainees are added to the report), and once after the beginning of the next school year (actual retainees are added to the report). The most recent analysis, in the form of tables and graphs, is included in the report. This analysis uses the most recent data as well as longitudinal retention statistics.

Educational Issue 1

What does information from District computer files indicate about trends and policies concerning the retention of AISD students?

	EVALUATION QUESTIONS	*INFORMATION SOURCES*
1-1.	What are the most recent retention rates given by grade and by particular grade spans?	• Student Master File • Average Daily Membership File
1-2.	How do the most recent retention results compare with past years?	• AISD computer files
1-3.	What are the present and past statistics concerning end-of-year potential retainees as a percentage of: a) Average daily membership for the year, b) End-of-year membership?	• Student Master File • Elementary Potential Retainee File • Student Grade Reporting (SGR) File
1-4.	What are the present and past statistics concerning beginning-of-year actual retainees as a percentage of: a) Average daily membership for the previous year, b) End-of-year membership for the previous year, and c) Fall enrollment?	• AISD computer files
1-5.	How many LEP students were retained in 1990-91, by grade level?	• Elementary Potential Retainee File • SGR File

PROJECT A+ ELEMENTARY TECHNOLOGY DEMONSTRATION SCHOOLS

EVALUATION PLAN

Contact Persons:
Linda Frazer
Todd Nichols

PROGRAM DESCRIPTION

In a study conducted between 1985 and 1989 in the Austin Independent School District (AISD), 27.5% of the 9th graders in 1985 dropped out before graduation. These numbers parallel data at the national level.

One factor that many dropouts have in common is that they are overage for their grade level. In most cases they are overage from being retained at an earlier grade level. The results of a research study in AISD state that 33% of all overage students in grade 9–12 drop out each year.

In many cases students that are overage in high school were retained at the elementary level. Presently, 18.7% of the elementary students in AISD are overage by at least one year which places them at risk for being dropouts. It is clear that a major emphasis must be made at the elementary level to get and keep students on grade level.

Preventing students from falling behind and having to repeat grades is predicted to lead to a significant decline in the dropout rate. Therefore, keeping students on grade level academically in elementary schools should become a major priority for this District.

The primary purpose of the AISD/IBM A+ Project is to demonstrate the effectiveness of technology in accelerating the learning of low achieving at–risk elementary students and enhancing the education of high achieving students so that the overall Project A+ goal is realized—all students functioning successfully at or beyond appropriate grade level.

IBM became involved in Project A+, which is part of its nationwide efforts to improve education, through its participation in the Washington–based Business Roundtable. The Roundtable, an association in which the 200 largest corporations examine public policy issues, has decided to focus on working in the field of education. Project A+, a partnership between IBM and AISD, is a long–term effort to make AISD a world–class school district.

Three Austin elementary schools (Andrews, Patton, and Langford), received $4.4 million worth of computer equipment and software from the IBM Corporation. This is the largest grant the company has made to a school district and the grant is the largest received in AISD history.

Program Description Continued

Apple Inc. has chosen to be a participant in this technology plan for elementary schools and has donated $74,700 to AISD. Galindo Elementary is the Apple school. The four elementary schools participating in the project were selected from over 40 schools that applied.

The evaluation of Project A+, while taking into account the ongoing nature of the programs and the short duration of its implementation, will focus on the effectiveness of the program to date and those aspects of it which might be replicated at other schools.

Educational Issue 1

Was the plan implemented as designed?

	EVALUATION QUESTIONS	*INFORMATION SOURCES*
1-1.	What was the plan for continued implementation in the second year?	• Detailed Plan
1-2.	Were there changes to the plan?	• Staff Interviews
1-3.	Was any supplementary technology (i.e., laser disks, multi-media, etc.) added to the project?	• Staff Interviews
1-4.	What implementation problems were encountered? What recommendations were made for improvement?	• Staff Interviews
1-5.	What were the characteristics of the students and the schools?	• GENESYS
1-6.	What were the educational activities undertaken in the project?	• Staff Interviews • Site Visits
1-7.	How much time per week (on the average) did students receive instruction on the computers? • Overall • By Subject • By School • By Grade • By Grade and Subject What factors led to differential participation?	• School Records • Site Visits • Computer Files

Educational Issue 1 Continued

	EVALUATION QUESTIONS	*INFORMATION SOURCES*
1-8.	How many parents were involved? How were parents involved?	• School Records
1-9.	What training was provided to staff (dates, topics, number of sessions, number attending, hours, stipends)?	• Staff Interviews • School Records
1-10.	Can individual components of the plan be isolated as effective or ineffective?	• All Sources

Educational Issue 2

How effective was the technology plan? Should the program continue as is or be modified or discontinued? Should the program be recommended for replication in other schools?

EVALUATION QUESTIONS	*INFORMATION SOURCES*
2-1. Were the following program objectives met?	
• To accelerate the learning of all students?	• ROSE • ITBS Files
• To accelerate the learning of low-achieving students?	• ITBS Files
• To enhance the learning of high-achieving students?	• ITBS Files
• To lower the risk of at-risk students?	• At Risk Files • GENESYS
• To decrease the number of retained students?	• Staff Interviews
• To provide summer school for those not on grade level at the end of the second grade?	• Retention Files
2-2. Is the program making acceptable progress toward meeting the following objectives?	
• To reduce by 50% the number of students who are not in their age appropriate grade level in three years?	• GENESYS • STUD
• To reduce by 50% the number of students who are not achieving on grade level in reading, writing, and mathematics in three years.	• GENESYS • STUD • ITBS Files
	• GENESYS
2-3. How many students are performing at or beyond the age appropriate grade level?	

Educational Issue 2 Continued

	EVALUATION QUESTIONS	*INFORMATION SOURCES*
2-4.	What elements need to be present to expand the program to other schools?	• Staff Interviews
2-5.	Was the project considered effective? What aspects seemed most effective?	• All Sources
2-6.	What was the cost per unit of effectiveness (cost per month of grade gain per student)? How does this cost compare with traditional methods?	• Finance Records • ROSE
2-7.	Did teachers' willingness to employ technology in their instruction increase through participation in the project? Did staff consider A+ to be effective?	• Teacher Survey • Principal Interviews
2-8.	Was the teacher training program comprehensive? Did the training program support effective class-room use of technology?	• Teacher Survey • Staff Interviews
2-9.	Are the educational benefits of technology being demonstrated to the public? Is public support for technology increasing?	• Staff Interviews • Local Media Monitoring

Educational Issue 3

What communication technology was found and implemented in the classroom? Should it be recommended for implementation in other schools?

	EVALUATION QUESTIONS	*INFORMATION SOURCES*
3-1.	What was the plan for implementation?	• Staff Interviews
3-2.	Were there changes to the plan?	• Staff Interviews • Monitoring Reports
3-3.	Could/Should similar communication technologies be added to classrooms on other campuses?	• Staff Interviews
3-4.	What is the cost per campus of implementing the technology in each classroom?	• Finance Records

PROJECT A+ SCHOOL BASED IMPROVEMENT

EVALUATION PLAN

Contact Person:
Marilyn Rumbaut

PROGRAM DESCRIPTION

The commitment to School Based Improvement (SBI) was an outgrowth of the Project A+ partnership between AISD and IBM. The purpose of this project is to restructure the schools so that the overall Project A+ goal is realized; that all AISD students function successfully at or beyond age appropriate grade level.

AISD first implemented this new SBI concept in the fall of 1990. Designed with the goal of enhancing student success, SBI allows school campuses greater decision making authority in the areas of instructional delivery, goal setting, professional development, budget, and personnel. This is a decentralized model in which the decisions are shared with campus personnel, parents, and community members. The intent of SBI is to offer increased flexibility to the campuses, so they may restructure to meet the needs of all their students. Educational planning and decision making are placed at the school site, as well as accountability for student success.

From the schools that applied, 16 were selected to participate in the piloting of SBI in the fall of 1990. For the following school year 12 additional schools were selected, making a total of 28 participating campuses. The 1991-92 school year is a transition year in which all AISD campuses will receive training in shared decision making.

The Project A+ Strategic Planning Team drafted the following as AISD's objectives, which are seen as measurable, student-based outcomes that the organization will achieve as it fulfills its mission:

- Every student will function at his/her optimal level of achievement and progress successfully through the system.
- All students will function successfully at or above international standards.
- 100% of students who enter AISD will graduate.
- After exiting AISD, all individuals will be able to perform successfully at their next endeavor.

The superintendent has directed that in the 1992-93 school year, all AISD campuses will be designated school based improvement campuses. This evaluation will focus on the 28 schools selected to participate in SBI.

Educational Issue 1

Should School Based Improvement (SBI) be continued as is, modified, or discontinued?

Date Needed: June, 1992

	EVALUATION QUESTIONS	*INFORMATION SOURCES*
1-1.	How many SBI training sessions were offered during school year 90-91? During school year 91-92? Who provided the training? For whom was the training provided? How many attended the training?	• School Records • Staff Interviews
1-2.	How much time was spent on the campuses in SBI meetings? What was the focus of the meetings?	• Staff Interviews • School Records
1-3.	Do the staffs of SBI schools know their goals and criteria for success?	• Staff Interviews • School Records
1-4.	Was the goal of "all AISD students functioning successfully at or beyond age appropriate grade level" integrated into training in order to be integrated into the shared decision making on campus?	• Staff Interviews
1-5.	What school climate changes can be identified before and after the implementation of SBI? What has been the campus attitude toward SBI?	• AISD Surveys
1-6.	What are the assistant superintendents' expectations of SBI? What are those of the SBI campus principals and staff?	• Staff Interviews
1-7.	How do SBI schools use the information available to them from ORE and Data Services so that they can make decisions that impact student achievement?	• Staff Interviews

Educational Issue 1 continued

EVALUATION QUESTIONS	*INFORMATION SOURCES*
1-8. What changes on the SBI campuses are a result of SBI? What are the most critical changes? Did true collaborative planning/shared decision making occur?	• Staff Interviews
1-9. What is needed to make SBI successful? • At the district level? • At the campus level?	• Staff Interviews
1-10. What has been the experience of the parents involved in SBI leadership teams? Did SBI bring about the participation of parents not previously involved at the schools?	• Site Visits • Staff Interviews • Parent Surveys
1-11. Was progress made toward achievement of the following AISD objectives by the SBI schools? • Every student will function at his/her optimal level of achievement and progress successfully through the system. • All students will function successfully at or above international standards. • One hundred percent of students who enter AISD will graduate. • After exiting AISD, all individuals will be able to perform successfully at their next endeavor.	• To Be Determined By Strategic Plan

Educational Issue 1 continued

EVALUATION QUESTIONS	*INFORMATION SOURCES*
1-12. Has student achievement (ITBS, NAPT, TAAS) been positively impacted as a result of SBI? Have other measures of school success been positively impacted? • Attendance • Discipline • Grades • Credits • % At Risk • % Overage • % Dropouts • % Retention • % Graduates	• Report of School Effectiveness (ROSE) • Student Grade Report (SGR) • ORE **GEN**eric **E**valuation **SY**Stem (GENESYS)
1-13. How will SBI be evaluated, campus by campus, in future years?	• ORE Information Sources

ECIA CHAPTER 1

EVALUATION PLAN

Contact Person:
Catherine Christner, Ph.D.

PROGRAM DESCRIPTION

The Chapter 1 Program is a continuing program supported by funds from the Department of Education under the Elementary Consolidation and Improvement Act (ECIA). The purpose of Chapter 1 is to provide for the learning needs of educationally disadvantaged students in school attendance areas having high concentrations of children from low-income families. Chapter 1 provides supplemental assistance to the regular school program. AISD's funding from Chapter 1 for 1991-92 is $5,479,983.

Participation of schools in AISD's Chapter 1 Program is determined by economic criteria. Schools which have a higher concentration of low-income families than the District average are eligible to receive Chapter 1 services. The schools are then ranked by the percent of low-income students who reside in their attendance areas. Then based upon the amount of Chapter 1 resources, services are provided to those schools with the highest percent of low-income families on down until the resources are exhausted. Standardized test results are then used to determine how many students to serve at each school. Participants are identified by ranking the students at each school and selecting those with the greatest need (i.e., lowest reading percentile score).

Full-Day Prekindergarten

The State funds half-day prekindergarten for all low-income and limited-English-proficient (LEP) students. In ten of the 12 Chapter 1 supplementary schools, and the 16 Schoolwide Project/Priority Schools, Chapter 1 will fund the afternoon session, to allow students eligible for Chapter 1 in these schools to have a full-day prekindergarten experience.

Chapter 1 Supplementary Reading Instruction Component

The main objective of this instructional component is to improve Chapter 1 students' reading skills. This component is supplementary to and coordinated with the District's basic reading program. Its primary purpose is to provide additional assistance to students deficient in language and/or reading skills. During the 1991-92 school year, Chapter 1 services will be provided to eligible students in this manner in 12 elementary schools.

Program Description continued

Schoolwide Projects/Priority Schools

In a Schoolwide Project, Chapter 1 funds are combined with local funds to lower the pupil-teacher ratio, and Chapter 1 instruction is no longer distinguishable from regular instruction. All students in the school are considered to be served by Chapter 1. Chapter 1 is funding schoolwide projects at 15 of the 16 Priority Schools for 1991-92.

Parental Involvement

Chapter 1 staff and parents decided to consult with each other through Chapter 1 Districtwide Parental Advisory Council (PAC) meetings several times during the 1991-92 school year. In this manner, parents can advise the District in the planning and the operation of the programs, as well as receive up-to-date information and training on areas of interest—helping their children with reading at home, etc.

Nonpublic Schools

A computer-assisted instruction laboratory, Prescription Learning, is provided to one nonpublic school. This school provides Chapter 1 service to low-achieving students who reside in the attendance areas of Chapter 1 public schools. Qualified students receive instruction in reading and/or mathematics.

Institutions for the Neglected or Delinquent

Chapter 1 funds are provided to seven institutions for neglected or delinquent students to fund support services for students with emotional, psychological, and behavioral problems.

This plan contains summary information from the ECIA Chapter 1/Chapter 1 Migrant 1991-92 Evaluation Design (ORE Publication 91.02).

Decision Question 1

Should the Prekindergarten Component be modified? If so, how?

The evaluation questions for the current year's prekindergarten (pre-K) program are in the evaluation outline for the Priority Schools.

EVALUATION QUESTIONS	*INFORMATION SOURCES*
1-1. What have been the long-term longitudinal effects of participation in AISD's prekindergarten programs? How do they compare with similar students who did not participate in pre-K:	· Prekindergarten File (ongoing)
· On achievement test scores?	· Iowa Tests of Basic Skills (ITBS) (April)
· On special education placement?	· Special Education File (ongoing)
· On Chapter 1 eligibility?	· Chapter 1 File (ongoing)
. On retention?	· District Records (ongoing)
. On LEP status?	· LANG File (ongoing)

Decision Question 2

Should AISD change the structures and approaches traditionally used in Chapter 1?

	EVALUATION QUESTIONS	*INFORMATION SOURCES*
2-1.	Were the objectives of the Chapter 1 Supplementary Reading Instruction Component met?	· Iowa Tests of Basic Skills (ITBS) (April) · Record of Student Service (ROSS) (ongoing)
2-2.	How do students in grades 3 and 5 who were served by Chapter 1 compare on TAAS scores with similar students as a whole?	· Texas Assessment of Academic Skills (TAAS) (Oct. 1991)
2-3.	How did the TAAS achievement of Chapter 1-served students in 1991-92 compare with the achievement of other low achieving students not served by Chapter 1?	· TAAS (Oct. 1991)
2-4.	What percentage of Chapter 1 students become eligible for the 1992-93 Chapter 1 Program based on their spring '92 ITBS scores? How did this compare to last year?	· ROSS (ongoing) · ITBS (April)
2-5.	What percentage of former Chapter 1 students reenter or exit the program in following years?	· Chapter 1 File (ongoing) · ITBS (April)
2-6.	Were there by-campus differences in the achievement gains of Chapter 1 students?	· ROSS (ongoing) · ITBS (April)
2-7.	How do the achievement gains made by Chapter 1 students compare with gains by Chapter 1 Migrant students?	· ROSS (ongoing) · Migrant File (ongoing) · ITBS (April)

Decision Question 2

EVALUATION QUESTIONS	*INFORMATION SOURCES*
2-8. How successful was implementation of the Chapter 1/Chapter 1 Migrant Instructional Programs?	
. What concerns/strengths were identified by Chapter 1/ Chapter 1 Migrant Teachers?	· Teacher Survey (spring)
. What concerns/strengths were identified by Chapter 1/ Chapter 1 Migrant administrative staff?	· Administrative Staff Interview (spring)
2-9. What is the average cost of the program per estimated student contact hour?	· ROSS (ongoing) · Chapter 1 Application for Funding (August)
2-10 How successful have the Chapter 1 Programs been in improving students achievement levels longitudinally?	· ITBS (April) · Longitudinal Chapter 1 File (ongoing)

Decision Question 3 Should Chapter 1 change the way students and schools are selected?

	EVALUATION QUESTIONS	INFORMATION SOURCES
3-1	How many students were served at each grade level by gender, ethnicity, and type of service (team teaching, pullout, or both)?	· ROSS (ongoing)
3-2.	How many students were special tested? Why? Did students tested differ by grade, ethnicity, or gender?	· Special Test File (ongoing)
3-3.	What percentage of Chapter 1-eligible students are low-income?	· ROSS (ongoing) · Cafeteria File (January)
3-4.	What number and percentage of students eligible for Chapter 1 service received supplementary instruction from another source?	· Overlap Study (December)
3-5.	What percentage of eligible students are served by Chapter 1? What percentage of eligible LEP students are served by Chapter 1? How does this compare with last year's figure? Is there by-campus variation in the percentage of eligible students served?	· ROSS (ongoing) · LANG (spring)

Decision Question 4

What computer-assisted instruction (CAI) labs are in operation at the elementary school level?

	EVALUATION QUESTIONS	*INFORMATION SOURCES*
4-1.	What elementary campuses have CAI labs? Who operates the lab? How are students scheduled for labs? How is the curriculum selected?	. Coordinator Interview (fall)
4-2.	What other special programs/labs operate in the Chapter 1 schools?	. Coordinator Interview (fall)
4-3.	What evidence is there of program/lab effectiveness? Is lab effectiveness measurable by the end of the first year? Second? Three or more years?	. Coordinator Interview (fall) . Lab survey (spring) . ITBS (April)

Decision Question 5

Should the Parental Involvement Component be modified? If so, how?

5-1.	Were the component's objectives met?	. PAC Records (ongoing) . Administrative Staff Interview (spring)
5-2.	How many Chapter 1 Districtwide PAC meetings and training sessions were held between Aug. 27, 1991 and May 31, 1992?	. PAC Records (ongoing)
5-3.	Did more Chapter 1 parents attend Districtwide PAC meetings during 1991-92 than they did during 1990-91?	. PAC Records (ongoing)
5-4.	How successful was the implementation of the Parental Involvement Component?	
	. What concerns/strengths were identified by Chapter 1 staff?	. Administrative Staff Interview (spring)

Decision Question 6

Should the Chapter 1 Nonpublic Schools Component be modified? If so, how?

EVALUATION QUESTIONS	*INFORMATION SOURCES*
6-1. Were the component's objectives met?	· Chapter 1 Service Report for Nonpublic Schools (spring)
6-2 How many students were served by the Chapter 1 nonpublic schools by age, grade, gender, and ethnicity?	· Chapter 1 Service Report for Nonpublic Schools (spring)
6-3. What evidence is there that nonpublic school students receiving Chapter 1 service made achievement gains?	· Chapter 1 Service Report for Nonpublic Schools (spring)
6-4. How successful was the implementation of this component?	
. What concerns/strengths were identified by Chapter 1 staff?	· Administrative Staff Interview (spring)

Decision Question 7

Should the Chapter 1 Component for Institutions for Neglected or Delinquent (N or D) Youth be modified? If so, how?

EVALUATION QUESTIONS	*INFORMATION SOURCES*
7-1. Were the component's objectives met?	· Chapter 1 N or D Service Report (spring)
7-2. How many students were served by the Chapter 1 N or Ds by age, gender, grade, and ethnicity?	· Chapter 1 N or D Service Report (spring)
7-3. What are the goals and objectives of Chapter 1 services at these institutions?	
. How successful were these institutions in achieving their goals?	· Interviews with the administrative staff of N or Ds (fall, spring)
. How successful were the served N or D students?	
7-4. How successful was the implementation of this component?	· Administrative Staff Interview (spring)

Information Needs

Needs Assessment for the 1992-93 Chapter 1 Application

	EVALUATION QUESTIONS	*INFORMATION SOURCES*
1.	What percentage of the students residing in each AISD attendance area are from low-income families?	· Student Master File (ongoing) · Cafeteria File (ongoing)
2.	How many students in each school scored below selected percentile points on the ITBS?	· Student Master File (ongoing) · ITBS (April)
3.	How many students would be eligible for Chapter 1 services for various combinations of criteria for campus and student eligibility?	· ITBS (April)

Information Needs

Annual Program Documentation for the Texas Education Agency

	EVALUATION QUESTIONS	*INFORMATION SOURCES*
1.	How many students were served (by grade, gender, ethnicity, and age) by Chapter 1, including service at nonpublic schools and at N or Ds?	· ROSS (ongoing) · Chapter 1 Service Report for Nonpublic Schools (spring) · Chapter 1 N or D Service Report (spring)
2.	What were the achievement gains for students served by Chapter 1 during 1991-92 in Normal Curve Equivalents (NCE)?	· ROSS (ongoing) · ITBS (April) · Chapter 1 Service Report for Nonpublic Schools (spring)

Information Needs Continued

	EVALUATION QUESTIONS	*INFORMATION SOURCES*
3.	How do achievement gains from 1990 to 1991 compare for students served by Chapter 1 in 1989-90 (but not 1990-91) with students served by Chapter 1 in both 1989-90 and 1990-91 in NCEs?	· ROSS (ongoing) · ITBS (April)
4.	What were the achievement gains for students served by Chapter 1 (supplementary and SWPs) in NCEs by grade and by campus?	· ROSS (ongoing) · ITBS (April)
5.	For those Chapter 1 campuses with one or more grade levels below the expected gains, what were their campus improvement plans?	· Campus Improvement Plans (fall)
6.	How many students served by Chapter 1 (supplementary and SWPs) were retained, by grade.	· Student Master File (June)
7.	How many students served by Chapter 1 (supplementary and SWP's) were also served by Special Education (by handicapping condition)?	· Overlap Study (Dec.)

PRIORITY SCHOOLS

EVALUATION PLAN

Contact Person:
Catherine Christner, Ph.D.

PROGRAM DESCRIPTION

In the spring of 1986, when the School Board approved a new student assignment plan for 1987-88, 16 predominantly minority elementary schools were created. In order to assure that students in these schools received a quality education, the Division of Elementary Education developed Plan for Educational Excellence, with the advice of a committee of teachers, principals, and other administrators. The plan is based on the characteristics of effective schools. There are 10 components that make up the plan:

* Exemplary Leadership and Master Teachers
* Effective Instruction
* Full-Day Prekindergarten
* Reduced Pupil-Teacher Ratio
* Additional Personnel and Support Services
* Multicultural Education
* Strong Parental-Community Involvement
* Staff Development
* Building/Grounds
* Accountability

1991-92 represents the fifth year of implementation of the Priority Schools. The evaluation plan is organized with one decision question and a set of evaluation questions for each component. This plan represents a combination of both outcome and process measures with a focus on outcome variables.

Decision Question 1

Should the Exemplary Leadership and Master Teachers Component be continued as it is or be modified?

	EVALUATION QUESTIONS	*INFORMATION SOURCES*
1-1.	How did the school climate of the Priority Schools compare to the school climate at the other elementary schools?	· Teacher Survey (spring)
1-2.	Did principals work with their staffs and communities to establish a mission for their schools? Was the mission communicated to staff and parents?	· Teacher Survey (spring) · Principal Interview (spring) · Parent Survey (March)
1-3.	How many teachers at the Priority Schools were bilingually or ESL certified?	· Employee Master Record (EMR) File (ongoing)
1-4.	How did the teacher absentee rate at the Priority Schools compare to the rate for other elementary schools?	· EMR File (ongoing)
1-5.	How did the absentee rate for the teachers at the Priority Schools compare with the same teachers' absentee rate in 1990-91?	· EMR File (ongoing)
1-6.	How did the teacher transfer request rate for the Priority Schools compare with the transfer request rate in the rest of the District?	· EMR File (ongoing)

Decision Question 1 Continued

	EVALUATION QUESTIONS	*INFORMATION SOURCES*
1-7.	What was the ethnic composition of teachers assigned to the schools?	· EMR File (ongoing)
1-8.	How experienced were teachers assigned to the Priority Schools? How did this compare with other elementary schools?	· EMR File (ongoing)
1-9.	What degrees were held by teachers assigned to the Priority Schools?	· EMR File (ongoing)

Decision Question 2 Should the Effective Instruction Component be continued as it is or be modified?

	EVALUATION QUESTIONS	*INFORMATION SOURCES*
2-1.	What achievement levels did students make in 1991-92? What gains did they make from 1987-88? From 1988-89? From 1989-90? From 1990-91? By grade? By ethnicity? By campus? By income status?	· Iowa Tests of Basic Skills (ITBS) (April)
2-2.	How did the gains of these students made this year compare with their gains made last year? With the average elementary districtwide gains? With predicted gains?	· Report of School Effectiveness (ROSE) (May) · ITBS (April)
2-3.	What effect did lowering the pupil-teacher ratio have on students' achievement?	· ITBS (April) · Attendance File (ATND) (ongoing) · ROSE (May)
2-4.	How did the Priority Schools individually and as a group perform on the Effective School Standards Report? How do these figures compare to 1988-89, 1989-90, 1990-91?	· EMR File (ongoing) · ATND (ongoing) · ITBS (April) · Texas Assessment of Academic Skills (TAAS) (Oct.)
2-5.	What TAAS mastery was shown by grade level? By LEP students? By campus? By ethnicity?	· TAAS (Oct.) · Language File (LANG) (ongoing)
2-6.	How did these mastery percentages compare to AISD as a whole? To the State?	· TAAS (Oct) · State Averages (June)

Decision Question 2 Continued

	EVALUATION QUESTIONS	INFORMATION SOURCES
2-7.	What TAAS mastery levels did this year's grades 3 and 5 students show? How do these compare with the TEAMS mastery levels for previous years? By campus?	· TAAS (Oct.) · Texas Assessment of Minimum Skills (TEAMS) (1991)
2-8.	What percentage of LEP grade 3 students tested in Spanish mastered the TAAS? Compared to AISD? Compared to the State?	· TAAS (Spanish) (Oct.) · State Averages (June)
2-9.	What special programs were in place at these campuses?	· Overlap Study (December)
2-10.	How many special education students by handicapping condition were served?	· Special Education Management System (SEMS) (ongoing)
2-11.	What computer labs were in place at these campuses? What were the criteria for service? What other special programs were in place (i.e., A+, etc.)?	· Principal Interview (spring) · Coordinator Interview (Fall)
2-12.	How many LEP students were enrolled in the Priority Schools during the 1990-91 school year?	· LANG File (ongoing)
2-13.	How many students participated in AIM High at grades 2-6? How does this compare with other elementary campuses?	· AIM High File (ongoing)

Decision Question 2 Continued

EVALUATION QUESTIONS		*INFORMATION SOURCES*
2-14.	How was the gifted/talented program implemented at each campus? What changes were made from 1990-91? Were any problems with grouping or other areas encountered?	· Principal Interview (spring) · Teacher Survey (spring)
2-15.	What were the student attendance rates? How did this compare by campus and with the District? How did students' attendance rates this year compare with their attendance rates last year?	· ATND File (ongoing)
2-16.	What discipline incidents were processed? By campus? How did this compare with the districtwide rates? How do students' processed discipline incidences compare this year with their incidences processed last year?	· Discipline File (ongoing)
2-17.	What were the promotion/ retention/placement rates for each of the Priority Schools? How does this compare with other AISD elementary schools?	· Student Master File (June)
2-18.	How many meetings did the 16 principals have over the school year? What were the agendas of these meetings?	· Meeting Agendas (June)

Decision Question 2 Continued

EVALUATION QUESTIONS	INFORMATION SOURCES
2-19. How did principals work with their staffs to emphasize and focus on maintaining their gains in the fifth year? How were new teachers trained/oriented?	· Principal Interview (spring) · Teacher Survey (spring)
2-20. What percent of the day did teachers use whole class instruction? Heterogeneous grouping? Homogeneous grouping? Personalized/individualized instruction?	· Teacher Survey (spring)
2-21. How often did regrouping occur? Did this differ by grade? By campus?	· Teacher Survey (spring)

Decision Question 3

Should the Full-Day Prekindergarten Component be continued as it is or be modified?

EVALUATION QUESTIONS		*INFORMATION SOURCES*
3-1.	How many students were served by the regular, bilingual, and ESL prekindergarten classes? By age, gender, ethnicity, and schools? By full-day and half-day classes?	· ATND (ongoing) · Student Demographic File (STUD) (ongoing)
3-2.	What was the average number of days of instruction received by prekindergarten students? Did this vary by type of class? By full-day/ half-day?	· ATND (ongoing)
3-3.	How did the pre- to posttest gains made on the BBCS by pre-K students compare to the national norm? To previous years? Across the three types of classes? Across varying pretest levels?	· Bracken Basic Concept Scale (BBCS) (Sept., Oct., April, May)
3-4.	How did the pre- to posttest gains made on the BBCS by students compare in the full-day and half-day classes?	· BBCS (Sept., Oct., April, May)
3-5.	What were the strengths and the areas in need of improvement in the implementation of the pre-K component?	· Teacher Survey (spring) · Coordinator Interview (spring)
3-6.	What were the certification and experience levels of the Pre-K teachers?	EMR File (ongoing)

Decision Question 4

Should the Reduced Pupil Teacher Ratio (PTR) Component be continued as it is or be modified?

	EVALUATION QUESTIONS	*INFORMATION SOURCES*
4-1.	What PTR was achieved at each grade level at each campus? Did this match the prescribed levels?	· District Records (May)
4-2.	What emphases (training, etc.) occurred at the campuses to help teachers make the most instructionally of the lowered PTR?	· Principal Interview (spring) · Coordinator Interview (fall) · Teacher Survey (spring)

Decision Question 5 Should the Additional Personnel Component be continued as it is or be modified?

	EVALUATION QUESTIONS	*INFORMATION SOURCES*
5-1.	If any innovative funds were carried over to the 1991-92 school year, for what were the funds used?	· Principal Interview (spring) · Finance Records (May)
5-2.	How were the 1991-92 innovative funds used?	· Principal Interview (spring) · Finance Records (May)

Decision Question 6 Should the Multicultural Education Component be continued as it is or be modified?

6-1.	What activities (how many and what types) were conducted at the schools to recognize and honor the students' own cultural heritages and to honor the contributions of Blacks and Hispanics to society?	· Principal Interview (spring) · Teacher Survey (spring)
6-2.	What multicultural activities (how many and what types) took place at the school within the regular instructional program? What activities were held to recognize other cultural heritages? What other cultures were recognized and how many activities were held?	· Principal Interview (spring) · Teacher Survey (spring)
6-3.	What multicultural activities took place across schools (number and type)? With other Priority Schools? With non-Priority Schools?	· Principal Interview (spring) · Teacher Survey (spring)

Decision Question 7

Should the Strong Parental-Community Involvement Component be continued as it is or be modified?

	EVALUATION QUESTIONS	*INFORMATION SOURCES*
7-1.	What activities occurred at each campus to involve parents and community members?	· Parent Training Specialist (PTS) Survey (spring) · Principal Interview (spring)
7-2.	What are the most innovative activities the schools implemented in this area?	· PTS Survey (spring) · Principal Interview (spring)
7-3.	How many adopters did each campus have? What did adopters provide? Were there changes from 1990-91?	· Adopt-A-School Records (June)
7-4.	What were the strengths and the areas in need of improvement in the implementation of this component?	· Principal Interview (spring) · PTS Survey (spring) · Parent Survey (March)
7-5.	What do parents think of their child's school situation?	· Parent Survey (March)

Decision Question 8

Should the Staff Development Component be continued as it is or be modified?

	EVALUATION QUESTIONS	*INFORMATION SOURCES*
8-1.	What staff development activities were offered at the campus level?	· Principal Interview (spring)
8-2.	Did teachers perceive the staff development offered as increasing their effectiveness as teachers?	· Teacher Survey (spring)
8-3.	Did principals and the support staffs perceive the staff development offered as increasing their effectiveness?	· Administrator Survey (spring) · Support Staff Survey (spring)
8-4.	How closely did the staff development offered match the perceived needs at each campus?	· Teacher Survey (spring)

Decision Question 9

Should the Building and Grounds Component be continued as it is or be modified?

EVALUATION QUESTIONS		*INFORMATION SOURCES*
9-1.	Were any portables built or moved to the Priority Schools for the 1991-92 school year?	· Construction Management Records (June)
9-2.	Did any major construction or repair projects occur at the Priority Schools for the 1991-92 school year?	· Construction Management Records (June)

Decision Question 10

Should the Accountability Component be continued as it is or be modified?

10-1.	What evaluation plan was in place?	· Office of Research and Evaluation (ORE) (October)
10-2.	Was an evaluation report published?	· ORE (August)
10-3.	How many meetings did the monitoring committee hold? What have been the agendas?	· Monitoring Committee Records (June)
10-4.	What schools were the most successful? What schools were the least successful? What characterized the most successful schools? What characterized the least successful schools?	· ITBS (April) · TAAS (October) · Effective School Standards Report (June) · Principal Interview (spring)

Decision Question 10 Continued

	EVALUATION QUESTIONS	*INFORMATION SOURCES*
10-5.	For students who have been in the Priority Schools since 1987, what have been their longitudinal achievement gains on the ITBS and TAAS/TEAMS?	· ITBS (1987-91) · TAAS/TEAMS (1987-1991) · Four-year ROSE (October)
10-6.	Did the Priority Schools meet the State Board goals for schools? . Did each school's overall performance increase an average of 8 percentile points on the ITBS relative to the national norm? . Did the percentage of students scoring 10% or more above the minimum TAAS passing score rise by 1 percentage point?	· ITBS (April) · TAAS (Oct.)
10-7.	What expectations were communicated in writing to the principals on the implementation of the components?	· Instructional Memoranda (ongoing)
10-8.	What was the allocated cost of each component?	· AISD Budget (August)

ECIA CHAPTER 1 MIGRANT

EVALUATION PLAN

Contact Person:
Catherine Christner, Ph.D.

PROGRAM DESCRIPTION

Definition

The Chapter 1 Migrant Program is a federally funded project designed to meet the unique needs of the District's migrant students. Both currently migratory and formerly migratory children may be served by the Migrant Program. A currently migratory child is one (a) whose parent or guardian is a migratory agricultural worker or migratory fisher; and (b) who has moved within the past 12 months from one school district to another to enable the child, the child's guardian, or a member of the child's immediate family to obtain temporary or seasonal employment in an agricultural or fishing activity. Students who remain in the District following their year of current eligibility are considered formerly migratory students for a period of five years. Currently and formerly migratory students are eligible for the same program services. For 1991-92 the funding level decreased to $275,077.

The activities of the Migrant Program are centered around:

- Recruitment of students, parental involvement, and
- An instructional program for first grade through high school students.

Recruitment and Parental Involvement

In order to be eligible for the services provided by the Migrant Program, the parents (guardians) of the student have to complete a Certificate of Eligibility/Identification. Home visits to parents are made throughout the year as new migrant students are located and identified. When the Eligibility/ Identification forms are completed, they are sent by the MSRTS Clerk to the Region XIII Education Service Center for entry into the MSRTS data bank in Little Rock, Arkansas.

The Chapter 1 Migrant legislation requires that staff consult parents in planning, operating, and evaluating the program. The Migrant legislation also requires a Districtwide Parental Advisory Council (PAC). In this manner parents can advise the District in its planning and operation of the program, as well as receive up-to-date information and training on areas of interest—helping children with reading and mathematics at home, etc.

Program Description continued

Instructional Program

Grades 1-12

The instructional emphasis at these grade levels is supplementary instruction (in whatever areas are needed most by the student) in coordination with regular school curriculum. Instruction is provided by teachers and/or tutors.

This plan contains summary information from the ECIA Chapter 1/Chapter 1 Migrant 1991-92 Evaluation Design (ORE Publication 91.02).

Decision Question 1

Should the Chapter 1 Migrant Supplementary Reading Instruction Component be modified? If so, how?

	EVALUATION QUESTIONS	*INFORMATION SOURCES*
1-1.	Were the achievement objectives met at	
	· Grades 1-6?	. ITBS (April)
	· Grades 7-8?	. Tests of Achievement and Proficiency (TAP) (May)
	· Grades 9-12?	
1-2.	How do the gains/achievement scores made this year by Migrant students in grades 1-12 compare with the gains/achievement scores in 1990-91?	· ITBS (April) · TAP (May)
1-3.	What have been the long-term effects of participation in the Migrant Supplementary Reading Instruction Component on migrant students' achievement?	· Migrant Student Master File (ongoing)
1-4.	How do the achievement gains made by Chapter 1 Migrant students compare with gains by Chapter 1 students?	· Record of Student Services (ROSS) (ongoing) . Migrant File (ongoing) . ITBS (spring)
1-5.	How successful was the implementation of the Supplementary Reading Instruction Component?	
	· What concerns/strengths were identified by Chapter 1 Migrant teachers?	. Chapter 1/Chapter 1 Migrant Teacher Survey (spring)
	· What concerns/strengths were identified by Chapter 1 Migrant staff?	. Administrative Staff Interview (spring)

Decision Question 1 Continued

	EVALUATION QUESTIONS	*INFORMATION SOURCES*
1-6.	How many 1-12 students did Migrant teachers and tutors serve?	· ROSS (ongoing)
1-7.	What percentage of migrant students (1-6, 7-8, 9-12) served by a Migrant teacher were served by each instructional method (lab, team teaching, special class, and other)? How does this compare with 1990-91?	· ROSS (ongoing)
1-8.	What number and percentage of migrant students received supplementary instruction from another source?	· Overlap Study (Dec)
1-9.	What is the average cost of the program per estimated student contact hour?	· ROSS (ongoing) · Migrant Application for Funding (August)
1-10.	How many students were served by the Migrant Program by age, gender, grade, and ethnicity?	· ROSS (ongoing)
1-11.	How were the elementary Migrant instructional funds spent?	· Administrative Staff Interview (spring)

Decision Question 2 Should the Parental Involvement Component be modified? If so, how?

	EVALUATION QUESTIONS	*INFORMATION SOURCES*
2-1.	Were the component's objectives met?	. PAC Records (ongoing) . Administrative Staff Interview (spring)
2-2.	How many Migrant Districtwide PAC meetings and training sessions were held between August 26, 1991 and May 31, 1992?	. PAC Records (ongoing)
2-3.	Did more migrant parents attend Districtwide PAC meetings during 1991-92 than during 1990-91?	· PAC Records (ongoing)
2-4.	How successful was the implementation of the Parental Involvement Component?	
	. What concerns/strengths were identified by program staff?	· Administrative Staff Interview (spring)

Decision Question 3 Should the Migrant Student Record Transfer System (MSRTS) Component be modified? If so, how?

	EVALUATION QUESTIONS	*INFORMATION SOURCES*
3-1.	Were the component's objectives met?	· MSRTS Records Review (ongoing)
3-2.	What services did Migrant Students receive?	· MSRTS Clerk Interview (spring) · Migrant Student Master File (ongoing)
3-3	How many Migrant students (by grade, gender, and ethnicity) received some health services provided by the Migrant Program?	· MSRTS Clerk Interview

Information Need

TEA Report - 1991-92 School Year

	EVALUATION QUESTIONS	*INFORMATION SOURCES*
1.	What is the total number of eligible migrant students identified . Regular term? . Summer term?	· Migrant Student Master File (ongoing)
2.	How many migrant students participated in gifted and talented programs . Regular term? . Summer term?	· Gifted & Talented Records (ongoing)
3.	How many migrant seniors graduated . Regular term? . Summer term?	· Student Master File (ongoing) . Migrant Student Master File (ongoing)
4.	How many migrant students in grades 2-12 (by grade) who were served by a Migrant teacher had pretest scores in 1990-91 and posttest scores in the 1991-92 school year?	· ITBS (spring) . TAP (spring)
5.	For the students in Question 4 what was their pretest NCE average by grade for 1990-91?	. TAP (spring) . ITBS (spring)
6.	For the students in Question 4, what was their posttest NCE average by grade for 1991-92?	. ITBS (spring) . TAP (spring)
7.	For those students in Question 4, what was their NCE average gain/ loss by grade for 1991-92?	. ITBS (spring) . TAP (spring)

Information Need Continued

	EVALUATION QUESTIONS	*INFORMATION SOURCES*
8.	For those students in Question 4, who were served by a Migrant teacher or tutor in 1991-92 and who have a test (spring) score, what was their NCE average by grade for 1991-92?	. ITBS (spring) . TAP (spring)
9.	For those students in Question 8, what was their NCE gain/loss by grade for 1991-92?	. ITBS (spring) . TAP (spring)
10.	For those students in Question 4, who were not served by a Migrant teacher and who have a 1991-92 test score, what was their NCE gain/loss by grade for 1991-92?	. ITBS (spring) . TAP (spring)
11.	For those students in Question 8, what was their NCE gain/loss by grade for 1991-92?	. ITBS (spring) . TAP (spring)
12.	What is the average number of essential elements presented to migrant students in summer school?	. Secondary Student Grade Reporting File (SSGR) (summer)
13.	What is the average number of essential elements mastered by secondary migrant students during summer school?	. SSGR (summer)

Information Need Continued

Needs Assessment

EVALUATION QUESTIONS	*INFORMATION SOURCES*
1. How many migrant students will be enrolled in each school (by grade) in the 1992-93 academic year?	· Migrant Student Master File (ongoing)
2. What is the achievement level of migrant students by school and by grade?	· Migrant Student Master File (ongoing) · ITBS (April) · TAP (May)
3. What compensatory programs served migrant students at each grade for each school? How many migrant students were served by each?	· Overlap Study (December)

CHAPTER 2 FORMULA

EVALUATION PLAN

Contact Person:
Lauren Hall Moede

PROGRAM DESCRIPTION

Chapter 2 Formula is authorized through the Elementary and Secondary Education Act of 1965 (ESEA) as amended by P.L. 100-297 in 1988. States earn Chapter 2 funds based on their school-age population. States, in turn, allocate at least 80% of these funds to local school districts based on enrollment.

Chapter 2 funds can support programs or services in several categories. The categories, and AISD programs in each, are shown below.

At-Risk Students
- Elementary computer-assisted instruction labs--Blanton Wicat lab, Read Bridge lab, and Blackshear Writing to Read lab
- Extracurricular transportation
- Technology Learning Center (TLC) at Johnston High School
- Support for restructured Robbins

Staff Development
- Spanish Academy
- Middle school Advisory

Innovative Projects
- Prekindergarten supplements
- Multicultural/special purpose buses

Personal Excellence
- Academic Decathlon

Instructional Materials
- Library resources and instructional materials
- Calculators for eighth grade students (using technology for access to problem solving)

Chapter 2 funds are also available through AISD to nonpublic, nonprofit schools within AISD boundaries. Schools that meet the eligibility requirements are allocated funds on a per-pupil basis for purchase of items approved by the Texas Education Agency. Funds for the 1991-92 school year have been allocated for staff development, instructional materials, equipment and hardware, computer software, and library resources.

In 1991-92, AISD will receive $559,245 through Chapter 2 (which includes $30,261 rolled forward from 1990-91). In addition to the components listed above, some funds are used for evaluation and management of Chapter 2. Evaluation information will be provided through the half-time Chapter 2 evaluation associate.

Educational Issue 1

ACADEMIC DECATHLON: Is this program contributing to academic excellence at the secondary level in AISD? Should the program be continued in its present form?

	EVALUATION QUESTIONS	*INFORMATION SOURCES*
1-1.	What is the Academic Decathlon? Which schools were active in the program? How many staff were involved? How many students were recruited, practiced, and participated? What was student representation in terms of ethnicity, sex, and grade? What was the cost per student?	• Program Records • Program Coaches Survey
1-2.	Did the program function smoothly? Were recruitment efforts successful?	• Program Coaches Survey • Program Coordinator Interview • Districtwide Staff Surveys
1-3.	Was the Decathlon effective in promoting academic excellence?	• Districtwide Staff Surveys • Program Coordinator Interview • Count of Medals Won

Educational Issue 2

ELEMENTARY COMPUTER LABS: Are these labs contributing to the educational experience and academic performance of at-risk students at Blanton, Read, and Blackshear? Do these labs represent viable models for other elementary schools in AISD?

	EVALUATION QUESTIONS	*INFORMATION SOURCES*
2-1.	What was the nature of each lab? What subject areas were covered? What did Chapter 2 provide for the labs? At what cost (overall and per student)?	• Principal/Aide Interview • Grants Administrator Records
2-2.	What were the duties of the aides? When was service first provided to students in each lab? How were lessons in the labs coordinated with those of the classroom? How often were students taught in the labs? How long were sessions?	• Principal/Aide Interview
2-3.	Which students went to the lab? How many were served per grade? By ethnicity?	• Principal/Aide Interview • Rosters • GENeric Evaluation SYStem (GENESYS)
2-4.	Were the labs effective in improving students' academic performance in the classroom?	• Districtwide Staff Surveys
2-5.	Were the labs effective in improving students' achievement scores beyond what could be predicted for them?	• GENESYS, Report of Program Effectiveness (ROPE)

Educational Issue 3

TECHNOLOGY LEARNING CENTER (TLC) AT JOHNSTON: Is this lab contributing to the academic performance of high-risk students at Johnston? Is it reducing the likelihood that participants will drop out?

	EVALUATION QUESTIONS	*INFORMATION SOURCES*
3-1.	How was the Technology Learning Center (TLC) restructured in 1991-92?	• Staff Interview
3-2.	What did the TLC provide? What types of students were eligible? How long were students generally served? What did Chapter 2 fund? At what cost (per student)?	• Staff Interview
3-3.	What were the duties of the Management Information Specialist (MIS) and teacher? How did duties relate to dropout prevention?	• Staff Interview
3-4.	What were the characteristics of students using the TLC? • Sex? • Ethnicity? • Age? • LEP status? • Grade?	• GENESYS
3-5.	Does the TLC impact students': • Credits earned? • Grade point average? • Attendance? • Discipline referrals?	• GENESYS
3-6.	How did students and staff rate the effectiveness of the TLC?	• Districtwide Staff Surveys • Student Survey

Educational Issue 4

EXTRACURRICULAR TRANSPORTATION: To what extent does this service enable students to participate in extracurricular activities?

EVALUATION QUESTIONS		*INFORMATION SOURCES*
4-1.	How many bus runs were paid for with Chapter 2 funds? How many students rode the bus? What was the cost per student?	• Program Records • Districtwide Staff Surveys
4-2.	Did the provision of extracurricular transportation give reassigned students an opportunity to participate in extracurricular activities?	• Districtwide Staff Surveys • Student Survey
4-3.	How often did reassigned students use this transportation? For what activities were the buses used? Has ridership declined?	• Districtwide Staff Surveys • Student Survey

Educational Issue 5

LIBRARY RESOURCES AND INSTRUCTIONAL MATERIALS: Were the materials found to be useful?

	EVALUATION QUESTIONS	*INFORMATION SOURCES*
5-1.	What types of materials were purchased with Chapter 2 funds? How were funds allocated to schools? Within schools?	• Staff Interview
5-2.	How many students were impacted by the materials? At what cost (overall and per student)?	• Grants Administrator Records • Student Records Counts
5-3.	How did staff rate the effectiveness of the materials purchased with Chapter 2 funds?	• Districtwide Staff Surveys

Educational Issue 6

MIDDLE SCHOOLS ADVISORY: Was the staff development provided helpful in implementing middle school advisory programs?

	EVALUATION QUESTIONS	*INFORMATION SOURCES*
6-1.	What staff development was offered? What topics were covered?	• Staff Interview
6-2.	Who attended the staff development? What was the cost per participant?	• Staff Interview • Program Records
6-3.	Was the staff development viewed as useful or effective?	• Districtwide Staff Surveys • Staff Interview

Educational Issue 7

PRE-K SUPPLEMENTS: Was pre-K helpful to those served? Was the full-day program more effective than a half-day program would have been? Should the supplemental half-day program continue to be provided?

	EVALUATION QUESTIONS	*INFORMATION SOURCES*
7-1.	Which schools received supplemental half-day pre-K through Chapter 2? Which units were low-income, bilingual, or English-as-a-Second Language?	• Staff Interview
7-2.	How many students were served? What were their characteristics (e.g., ethnicity, sex, LEP status)? What was the cost per student?	• Program Records
7-3.	What were students' gains on the Bracken Basic Concept Scale from fall (pretest) to spring (posttest)? Was the extra half day of pre-K effective in increasing basic concept skills beyond those seen for half-day students? How did gains compare to AISD full-day pre-K students overall? To half-day students?	• Bracken Basic Concept Scale (BBCS)
7-4.	Was the extra half day of pre-K viewed as helpful or effective?	• Districtwide Staff Surveys

Educational Issue 8

PRIVATE SCHOOLS: Were funds viewed as helpful by participating campuses?

	EVALUATION QUESTIONS	*INFORMATION SOURCES*
8-1.	How were private schools notified of their eligibility for Chapter 2 funds? How many were notified? How many elected to participate?	• Grants Administrator Interview
8-2.	What was the Chapter 2 allocation for private schools? How many students were impacted by grade? What was the cost per student impacted?	• Private School Survey • Grants Administrator Records
8-3.	How were Chapter 2 funds utilized? How did private schools rate the effectiveness of the staff development, materials, equipment, or library resources purchased with Chapter 2 funds?	• Private School Survey

Educational Issue 9

SUPPORT FOR RESTRUCTURED ROBBINS: Were the funds viewed as useful by the staff at Robbins?

EVALUATION QUESTIONS	*INFORMATION SOURCES*
9-1. How were Chapter 2 funds utilized? What was the cost per student impacted?	• Grants Administrator Records • Grants Administrator Interview
9-2. How did staff rate the effectiveness of the materials or services purchased with Chapter 2 funds?	• Districtwide Staff Surveys

Educational Issue 10

MULTICULTURAL/SPECIAL PURPOSE BUSES: Did these buses improve multicultural awareness and parent involvement? Did service improve the educational experiences of high-risk students?

EVALUATION QUESTIONS	*INFORMATION SOURCES*
10-1. How were the multicultural/ special purpose buses utilized? How many students and parents used the services? By grade level?	• Program Coordinator Interview • User Survey
10-2. How effective was the use of funds in improving multi-cultural awareness and parent involvement?	• Districtwide Staff Survey • User Survey

Educational Issue 11

USING TECHNOLOGY FOR ACCESS TO PROBLEM SOLVING: What contribution did the calculators provided make to improving the problem-solving skills of eighth grade students?

	EVALUATION QUESTIONS	*INFORMATION SOURCES*
11-1.	Which campuses received calculators? How many students received calculators? What was the cost per student?	• Program Records • Instructional Coordinator Interview
11-2.	What training in the use of calculators was provided to teachers?	• Program Records • Instructional Coordinator Interview
11-3.	Were parent/community awareness activities on the appropriate uses of calculators in mathematics classrooms and for homework conducted on each campus receiving calculators?	• Program Records • Instructional Coordinator Interview
11-4.	How were nonprofit private schools involved?	• Program Records
11-5.	Were the calculators and training in the use of these calculators seen as effective?	• Districtwide Staff Surveys

Educational Issue 12

SPANISH ACADEMY: Does the provision of this training improve students' educational experience by enabling staff to deal more effectively with Spanish speakers?

EVALUATION QUESTIONS	*INFORMATION SOURCES*
12-1. What does the Spanish Academy provide? At what cost to Chapter 2? At what cost per participant?	• Staff Interview
12-2. How many courses were offered? How many AISD personnel attended a Spanish Academy course? What positions did they hold? To what grade levels were staff assigned?	• Applications • Enrollment Forms • Rosters
12-3. Did participants and staff view the course as helpful or effective? Did participation help staff communicate with Spanish-speaking students, parents, community members, and other staff?	• Fall Course Evaluation • Districtwide Staff Surveys

Information Needs

	EVALUATION QUESTIONS	*INFORMATION SOURCES*
1.	Texas Education Agency Report—1991-92: • How many students were served? • By grade?	• All
2.	Needs Assessment for 1992-93: What are the priorities for Chapter 2 funds? What was viewed as effective in 1991-92?	• Districtwide Staff Surveys • Parent Survey • Parent Advisory Council Meetings

TITLE VII BILINGUAL EDUCATION TRANSITION PROGRAM

EVALUATION PLAN

Contact Person:
David Wilkinson

PROGRAM DESCRIPTION

AISD received a three-year Title VII bilingual education grant which began in the 1990-91 school year. The program created with these funds is called the Title VII Newcomers Program. The program is directed at limited-English-proficient (LEP) students at three high school campuses, Austin, Lanier, and Reagan. Increasing numbers of immigrants have been enrolling at these three schools. All language backgrounds are eligible for the program. Students targeted for the program, in addition to being LEP, are also newcomers to the United States. For the purposes of the program, a newcomer is defined as a student who has been in the United States for a year or less. These students typically have had limited or interrupted schooling in their home countries, and in some cases are functionally illiterate.

The goal of the Title VII Newcomers Program is to improve the English language proficiency and the achievement skills of these targeted LEP students. The program provides a sheltered environment for these students, keeping class size small. The newcomers receive three hours of intensive English instruction daily (including listening, reading, writing, grammar, and vocabulary). In addition to the English classes, students are enrolled in a physical education class and/or content area classes of native language instruction (Spanish) if applicable. One teacher and one teacher aide are at each of the three campuses. Program students move into regular ESL classes at the end of the school year. Approximately 100 students will be served by the program in the 1991-92 school year.

Key Issue 1

Should the Title VII Newcomers Program be continued as it is, modified, or discontinued?

	EVALUATION QUESTIONS	*INFORMATION SOURCES*
1-1.	What were the characteristics of the Title VII newcomers in terms of: • Number of students served? • Length of time in the U.S.? • Countries of origin? • Urban or rural setting? • Amount of schooling in home country? • Percent of overage for grade?	• Program Records • Intake Interviews
1-2.	What selection criteria were used to identify program participants? Was the student background information assessed and disseminated to program teachers and content area teachers?	• Staff Interviews
1-3.	Were the following program objectives accomplished? • Computer-aided instruction utilized fully? • Cooperative learning activities utilized fully? • Sufficient activities for orientation to life in the United States? • In-service training for the content area teachers? • Specific activities to increase parental involvement?	• Staff Interviews • Program Records
1-4.	Did the Title VII newcomers improve their English language acquisition as a result of the program? What was their average raw score gain?	• English Language Battery (LAB)

Key Issue 1 Continued

	EVALUATION QUESTIONS	*INFORMATION SOURCES*
1-5.	Did the Title VII newcomers improve their academic achievement as a result of the program? • How did their TAAS and TAP scores compare to those of a comparison group? • How did they compare on other measures of school success such as attendance, GPA, credits earned, and dropout rate?	• Student Grade Reporting (SGR) File • ORE GENeric Evaluation SYStem (GENESYS)
1-6.	What was the impact of the teacher aide in the Title VII newcomer classroom?	• Staff Interviews • Program Records
1-7.	Was there any follow-up of exited students? By whom?	• Staff Interviews • Program Records
1-8.	How many teachers attended the teacher workshops sponsored by the program? What was their opinion of them? How many parents attended the parent workshops sponsored by the program? What was their opinion of them?	• Attendance Records • Evaluation Forms
1-9.	What did Title VII newcomers think of the program? Did they feel welcome in their schools? Did the program foster confidence about staying in school?	• Student Interviews
1-10.	What concerns/strengths about the implementation of the program were identified by: • Program administrators? • Program teachers? • Program teacher aides? • Program LPAC chairs?	• Staff Interviews

Key Issue 1 Continued

EVALUATION QUESTIONS		INFORMATION SOURCES
1-11.	What were the educational backgrounds of the teacher aides? How were the teacher aides utilized? Was their role clearly defined? Were there good communication and a "team approach" between the teacher and the aide on each of the newcomer campuses?	• Staff Interviews
1-12.	Did the program teachers exemplify the characteristics considered to be essential to the success of the program (e.g., commitment to students, ability to work well with the aide, cultural sensitivity, motivation and ability to motivate, enthusiasm, innovativeness, and ability to find and utilize community resources)?	• Staff Interviews
1-13.	To what extent did the teacher aides use program funds available to attend college? What courses did they take?	• Budget Expenditures • Staff Interviews
1-14.	What was the 1991-92 budget for the Title VII Newcomers Program? What did the funds provide? What was the cost per student?	• Program Budget • Program Records
1-15.	Was a curriculum developed for use on the three program campuses? Was there good communication between the campuses to share ideas and solve problems? Is there a system for documenting time spent on different classroom activities?	• Staff Interviews • Program Records

Key Issue 1 Continued

EVALUATION QUESTIONS	*INFORMATION SOURCES*
1-16. Was all LAB pre- and posttesting completed in a consistent and timely manner? Was all paperwork related to program participants completed and submitted for computer entry in a consistent and timely manner? Was there an efficient system for receiving and interpreting program students' credits from other countries?	• Staff Interviews • Program Records
1-17. Was in-school group counseling provided for program participants to address issues of cultural adjustment?	• Staff Interviews • Budget Expenditures

DRUG-FREE SCHOOLS

EVALUATION PLAN

Contact Persons:
Kris Bliss
David Wilkinson

PROGRAM DESCRIPTION

Because the 1991–92 grant application for the Drug–Free Schools Program is being processed by the Texas Education Agency, this evaluation plan is preliminary. The plan will be finalized after the application has received approval.

AISD receives federal funds under the terms of the Drug–Free Schools and Communities (DFSC) Act of 1986 (P.L. 99–570) for the purpose of supplementing District efforts to eliminate abuse of drugs or alcohol from school campuses. These grant monies fund a wide assortment of District programs aimed at drug abuse prevention, including curricular materials, staff, parent and student training, support groups, and consultants. This year is the fifth that AISD has received funding from this grant which includes monies for a full–time evaluation associate and project facilitator. AISD will receive an estimated $464,924 from the Drug-Free Schools and Communities grant in 1991-92. An additional $165,745 is being carried over from 1990-91.

Components funded last year that are anticipated to be refunded for the 1991–92 school year include the Peer Assistance Leadership (PAL) program, Drug Abuse Resistance Education (DARE), the Secondary Student Leadership Development Program, Education for Self–Responsibility (ESR) II, Conflict Resolution Project, Plays for Living, and MegaSkills. A Student Assistance Program is also planned for implementation this year. There is outside involvement from AISD staff, parents, medical and health professionals, and various relevant community agencies including the Austin Police Department and other law enforcement agencies. Evaluation questions will center on how these programs have changed in the last year, who is served by them, and how effective the programs are in achieving their objectives, as well as what steps the District has taken to improve coordination of project components and meet the requirements of the law.

Educational Issue 1

How were Drug-Free Schools funds allocated? What kind of impact did funded programs have on students' drug and alcohol use? How could the funds be better utilized?

Date Needed: June 1992

EVALUATION QUESTIONS	*INFORMATION SOURCES*
1-1. What programs, services, and materials were funded by the Drug-Free Schools and Communities grant? Which of these components were new for the 1991-92 school year? How did some of the components change for the 1991-92 school year? What programs, services, or materials did private schools receive that were funded by the grant? Were monies spent as originally allocated?	• Program Records • Budget Records • Administrator Interviews

Educational Issue 2

Were program components effective in contributing to AISD's goal of drug-free schools?

Date Needed: June 1992

EVALUATION QUESTIONS		*INFORMATION SOURCES*
2-1.	Are program administrators satisfied with AISD's drug- and alcohol-related programs? How effective do administrators, teachers, students, and parents believe AISD is in fighting the problems of drug and alcohol use among students?	• Program Records • Administrator Interviews • Districtwide Surveys (Staff, Student, and Parent)
2-2.	Compared to other school issues, how do drug and alcohol use rank as problems in AISD?	• Districtwide Surveys (Staff, Student, and Parent)
2-3.	What is the nature of drug and alcohol use among students nationally and in Texas? How does AISD compare to Texas?	• National Surveys • Texas Commission on Alcohol and Drug Abuse (TCADA) Texas School Survey of Drug and Alcohol Use • Student Surveys

Educational Issue 3

How did curriculum, materials, and services purchased by Drug-Free Schools contribute to AISD's goal of drug-free schools?

Date Needed: June 1992

EVALUATION QUESTIONS		*INFORMATION SOURCES*
3-1.	What curricula, materials, and services were funded by the grant during 1991-92?	• Budget Records • Program Records
3-2.	Who was served by the curriculum, materials, and services?	• Program Records • Prevention and Remediation in Drug Education (PRIDE) Records • Administrator Interview
3-3.	How was the use of curriculum, materials, and services monitored?	• PRIDE Records • Program Records • Administrator Interview
3-4.	Were the curriculum, materials, and services perceived as effective by staff?	• Administrator Interview • Staff Survey

Educational Issue 4

How did DARE contribute to AISD's goal of drug-free schools?

Date Needed: June 1992

	EVALUATION QUESTIONS	*INFORMATION SOURCES*
4-1.	What is the DARE program? How is it implemented? How many students were served through DARE, at which schools and in which grade levels?	• Project Records • Administrator Interviews • Program Records • Central Attendance File
4-2.	Did students think that DARE was an effective program? Did students show increased knowledge of drug- and alcohol-related issues as a result of DARE?	• DARE Student Survey
4-3.	Are students more likely to resist negative peer influences after participation in DARE?	• DARE Student Survey
4-4.	Does the fifth grade curriculum differ from the seventh grade curriculum?	• DARE Officer Interview
4-5.	Was DARE implemented as planned? What seemed most effective? What could be improved?	• DARE Officer Interview
4-6.	What did school staff think of DARE?	• Districtwide Staff Survey

Educational Issue 5

How did the Peer Assistance and Leadership (PAL) program contribute to AISD's goal of drug-free schools?

Date Needed: June 1992

	EVALUATION QUESTIONS	*INFORMATION SOURCES*
5-1.	What is the PAL program? How is it implemented?	• Project Records • Administrator Interviews
5-2.	How many students were served, at which schools, and in which grade levels? How many students were served for drug- and /or alcohol-related problems?	• Program Records • Monthly Reports • Attendance Files
5-3.	What training do PAL students receive which is specifically related to drug use?	• Administrator Interview
5-4.	How do students in PAL regard the program? Do they think it is an effective way to prevent drug- or alcohol-related problems?	• PAL Student Survey
5-5.	How do teachers regard the PAL program? Do they think it is an effective way to prevent drug- or alcohol-related problems?	• Teacher Survey
5-6.	What is the effect of participation in the PAL program for those students who served as PALs or were served by PALs on: • Achievement? • Attendance? • Grades/Credits? • Dropout status? • Retention? • Discipline rates?	• GENeric Evaluation SYStem (GENESYS)

Educational Issue 6

How did the Student Alcohol and Drug Education and Prevention program contribute to AISD's goal of drug-free schools?

Date Needed: June 1992

	EVALUATION QUESTIONS	*INFORMATION SOURCES*
6-1.	What is the Student Alcohol and Drug Education and Prevention Program? What changes were made from last year?	• Program Records • Administrator Interviews
6-2.	What service was provided and who was served through this program?	• Program Records
6-3.	Was the program perceived as effective by participating staff and students?	• Staff Interview • Student Survey
6-4.	What is the effect of participation in the program on student: • Attitude? • Drug and Alcohol Use? • Achievement? • Attendance? • Grades/Credits? • Dropout status? • Retention? • Discipline rates?	• GENESYS • Staff Interview • Student Survey

Educational Issue 7

How did the MegaSkills program contribute to AISD's goal of drug-free schools?

Date Needed: June 1992

	EVALUATION QUESTIONS	*INFORMATION SOURCES*
7-1.	What is the MegaSkills program?	• Administrator Interview • Program Records
7-2.	Who was served by the MegaSkills program?	• Program Records
7-3.	Did parents think the program was effective?	• Parent Evaluation Form
7-4.	What information about drug use prevention did the program provide? Did parents think the program helped them teach their children about the dangers of drug and alcohol abuse?	• Staff Interview • Parent Evaluation Form
7-5.	Did participation in the program by parents have a positive effect on student: • Attendance? • Achievement? • Discipline rates? • Retention? • Dropout status?	• GENESYS • Parent Evaluation Form • Staff Survey

THE NATIONAL SCIENCE FOUNDATION GRANT TO THE SCIENCE ACADEMY OF AUSTIN: 1991-92

EVALUATION PLAN

Contact Person:
Lydia Williams-Robertson

PROGRAM DESCRIPTION

Because the final configuration of the program is not yet established, the following evaluation plan is a preliminary one. A final evaluation design will be published in January, 1992.

The National Science Foundation (NSF) grant to the Science Academy of Austin, was implemented in AISD beginning in 1990-91 under the name "The Austin Science and Mathematics Consortium: A Private Sector Partnership for Tomorrow's World." The Consortium has two basic goals:

- To improve the skills of teachers (K-12) in science and mathematics, and
- To increase student learning and performance in science concepts.

The project is divided into four components:

- **Curriculum Development**: Innovative new curricula will be piloted during the fall, 1991 school year.
  - The Biological Sciences Curriculum Study (BSCS) Science For Living curriculum will be piloted at Becker and Harris Elementary Schools.
  - "Planet Earth" and Physics/Technology curricula developed during the 1990-91 grant year will be piloted at the Science Academy.
  - A Nonpoint Source Pollution curriculum, developed during the 1990-91 grant year, will be piloted in the fall of 1991.
- **Staff Development**: Each summer, participating teachers will attend training workshops.
  - Technology Institute: Teachers will be trained to integrate technology in their classrooms. Supplemental training and follow-up activities will take place during the school year.
  - BSCS Institute: A teacher preparation institute will be held at Becker and Harris Elementary Schools for the first two years to train participating teachers in using the BSCS Science For Living curriculum.
  - River Watch Institute: Participating teachers (K-12) will learn river monitoring techniques and environmental action planning.

Program Description continued

- **Student Participation**: Students from the participating schools, as well as Science Academy students, will participate in the 1991-92 grant activities.
  - Science Academy students will conduct outreach activities with the students of those teachers who have attended one of the summer institutes.
  - Students whose teachers attended the River Watch Institute will form monitoring teams and will carry out river monitoring and environmental action planning throughout the year.
  - Science Academy students will assist in the training of students participating in the River Watch Network.
- **Private Sector Involvement**: Participants from the private sector will be extensively involved in all aspects of the grant.
  - Scientists, technologists, and engineers from the private sector will teach at the summer institutes and participate in follow-up activities.
  - A curriculum advisory team will be set up with representatives from local corporations, the Lower Colorado River Authority (LCRA), and University of Texas at Austin faculty to assist in the development of new curricula.

Decision Question 1

Should the Curriculum Development component be discontinued, modified, or continued as is?

Date needed: June, 1992

	EVALUATION QUESTIONS	*INFORMATION SOURCES*
1-1.	What was the ethnic composition of the BSCS pilot schools?	• Program Records • Student Master File
1-2.	How was the BSCS curriculum implemented in the pilot schools? How was it rated by participating teachers?	• Teacher Survey • Program Records
1-3.	How were the "Planet Earth" and Physics/Technology courses implemented at the Science Academy? How was the curriculum rated by Science Academy teachers?	• Program Records • Administrator Interview • Teacher Survey
1-4.	How was the Nonpoint Source Pollution Curriculum implemented in the participating schools? How was the curriculum rated by the participating teachers?	• Program Records • Administrator Interview • Teacher Survey
1-5	What measures were developed to evaluate the following curricula developed by the grant? • BSCS • Planet Earth • Physics/Technology • Nonpoint Source Pollution	• Program Records • Administrator Interview

Decision Question 2

Should the Staff Development component be discontinued, modified, or continued as is?

Date needed: June, 1992

	EVALUATION QUESTIONS	*INFORMATION SOURCES*
2-1.	How many teachers attended the Technology Institute? What were their characteristics in terms of gender? Ethnicity? Grade taught? Level of computer experience?	• Program Records • Teacher Survey
2-2.	How did teachers rate the training they received at the Technology Institute? How did attending the Technology Institute affect teachers' level of computer use? How did the teachers implement their training in their classrooms? What were the differences (if any) between Becker and Harris in their implementation and usage of the technology training?	• Teacher Survey • Program Staff Observations
2-3.	How many teachers attended the BSCS workshop? What were their characteristics in terms of gender? Ethnicity? Grade taught?	• Program Records
2-4.	How did the teachers rate the training they received at the BSCS Training Institute? Of what value was the training? How did the teachers integrate the BSCS curriculum in their classrooms?	• Teacher Survey • Program Staff Observations
2-5.	How many teachers attended the River Watch Training Institute? What were their characteristics in terms of gender? Ethnicity? Grade taught?	• Program Records
2-6.	How did participating teachers rate the training they received at the River Watch Institute? How actively did the teachers continue their river monitoring activities throughout the year?	• Program Records • Teacher Survey • Monitoring Data Records

Decision Question 3

Should the Student Participation component be discontinued, modified, or continued as is?

Date needed: June, 1992

	EVALUATION QUESTIONS	*INFORMATION SOURCES*
3-1.	How many students participated in the River Watch water quality monitoring activities? What were their characteristics in terms of ethnicity? Gender? Age? Grade?	• Program Records • Student Master File
3-2.	How did their participation in the River Watch Network impact their environmental awareness? How did their participation enhance their science and math achievement? What other skills did they develop? How did their participation affect their interest in science?	• Teacher Survey • Student Survey • ITBS/TAP File
3-3.	How many Science Academy students participated in the outreach activities with elementary schools? What were their characteristics in terms of gender? Ethnicity? Grade? What kinds of activities did they conduct?	• Program Records
3-4.	How many Science Academy students participated in the River Watch student-to-student training activities? In what other River Watch activities did Science Academy students participate?	• Program Records • Administrator Interview

Decision Question 4

Should the Private Sector Involvement component be discontinued, modified, or continued as is?

Date needed: June, 1992

	EVALUATION QUESTIONS	*INFORMATION SOURCES*
4-1.	What linkages were developed among teachers, students, university faculty, and private sector leaders? What was the product (grants, curricula, donations, etc.) of these linkages?	• Program Records • Administrator Interview
4-2.	How many private sector participants were there? From which companies and/or organizations? In which aspect(s) of the grant was each involved?	• Program Records • Administrator Interview

TITLE II MATHEMATICS AND SCIENCE TEACHER TRAINING

EVALUATION PLAN

Contact Persons:
Jeannine Turner
David Wilkinson

PROGRAM DESCRIPTION

Elementary and Secondary Education Act (ESEA) Title II is a 12-month project for the improvement of mathematics and science teaching in grades pre-K through 12. Title II-funded projects are designed to serve all elementary and secondary mathematics and science teachers, and their students, in the Austin Independent School District. From July 1, 1991 to June 30, 1992, Title II funds will provide:

- **Staff development workshops** to acquaint teachers with the latest developments in instructional techniques and materials in their field,
- **Consultants to develop further science scopes and sequences** to update the science curriculum and teaching throughout the District,
- **Consultants to update the mathematics curriculum** throughout the District to conform to national standards as directed by the National Council of Teachers of Mathematics,
- **Consultants to develop special curricula for elementary gifted and talented** students in mathematics and science,
- **Funds for teachers to attend professional conventions** to provide for teacher involvement within their profession,
- **Materials** to accompany training in new methods of instruction,
- **Tuition/stipends** for teachers to attend staff development workshops, and
- **An evaluation contractor** to document and report on the effectiveness of project activities and to provide evaluation information required by the State and the District.

For the 1991-92 school year, AISD has requested $134,042 from Title II funds (which includes $8,574 rolled forward from 1990-91). The allocations are for elementary science ($21,376), elementary mathematics ($22,468), secondary science ($30,161), secondary mathematics ($35,480), gifted and talented ($10,883), evaluation ($9,633), nonpublic schools ($1,149), management ($835), and indirect costs ($2,057).

Coordination and guidance for the project are provided by the elementary instructional coordinators for mathematics and science and the secondary instructional coordinators for mathematics and science.

Key Issue 1

Did elementary and secondary teachers of mathematics and science, and teachers of elementary gifted and talented receive effective training in helping to improve instruction?

Date Needed: June, 1992

	EVALUATION QUESTIONS	*INFORMATION SOURCES*
1-1.	When and where did the staff development workshops occur? How many were offered? How many teachers participated?	• Administrator Interviews • Project Records • Workshop Sign-in Sheets
1-2.	Teachers received training in what areas, on what topics, with what materials?	• Workshop Questionnaires
1-3.	How did teachers' training change their instructional methods?	• Workshop Questionnaires • Classroom Observations
1-4.	How many teachers attended the professional conventions? What were the evaluations of the conventions?	• Administrator Interviews • Project Records • Convention Questionnaires

Key Issue 2

Did acquired materials for elementary and secondary mathematics and science teachers and teachers of gifted and talented help improve teacher instruction?

Date Needed: June, 1992

	EVALUATION QUESTIONS	*INFORMATION SOURCES*
2-1.	Have teachers of mathematics and science received sufficient training in teaching basic skills in mathematics and science? What additional training is needed?	• Needs Assessment Survey
2-2.	What materials were purchased?	• Financial Records • Administrator Interviews
2-3.	What distribution method was used? How many times were the materials used?	• Material Check-Out Records • Administrator Interviews
2-4.	How did teachers use the "new" materials purchased in 1990-91?	• Teacher Questionnaires • Classroom Observation
2-5.	How often did the teachers use the materials in their classrooms?	• Teacher Questionnaires • Classroom Observation
2-6.	Were the materials compatible with the training given?	• Teacher Questionnaires
2-7.	Were the new materials effective in improving mathematics and science instruction?	• Teacher Questionnaires

Key Issue 3

How did development of scopes and sequences for elementary and secondary science contribute to improved learning?

Date Needed: June, 1992

	EVALUATION QUESTIONS	*INFORMATION SOURCES*
3-1.	For which grades were scopes and sequences developed?	• Administrator Interviews
3-2.	Who developed the scopes and sequences?	• Administrator Interviews • Financial Records
3-3.	What are the components of the scopes and sequences?	• Administrator Interviews
3-4.	What purpose will the scopes and sequences serve?	• Administrator Interviews
3-5.	When will the scopes and sequences be introduced into the classroom and with what students?	• Administrator Interviews
3-6.	Did teachers use the scopes and sequences developed in the 1990-91 school year? How did they change their teaching methods?	• Teacher Questionnaires • Classroom Observations

Key Issue 4

How was the mathematics curriculum updated and improved to coincide with national standards developed by the National Council of Teachers of Mathematics?

Date Needed: June, 1992

	EVALUATION QUESTIONS	*INFORMATION SOURCES*
4-1.	For which grades were the curricula updated?	• Administrator Interviews
4-2.	Who updated the curriculum?	• Administrative Interviews • Financial Records
4-3.	What are the components of the curriculum and how do they coincide with the national standards?	• Administrative Interviews
4-4.	When will the curriculum be introduced into the classroom and with what students?	• Administrative Interviews
4-5.	How was the updated curriculum an improvement over the District's current curriculum?	• Administrative Interviews

Key Issue 5

What special elementary Gifted and Talented materials and curricula were developed in mathematics and science?

Date Needed: June, 1992

	EVALUATION QUESTIONS	*INFORMATION SOURCES*
5-1.	For which grades was the curriculum developed?	• Administrator Interviews
5-2.	What was the curriculum? Who developed the curriculum?	• Administrator Interviews
5-3.	What materials were purchased to use with the new curriculum?	• Administrator Interviews • Financial Records
5-4.	How were teachers trained to use the materials?	• Administrator Interviews
5-5.	How were the new materials and curricula rated by teachers?	• Teacher Questionnaires
5-6.	Were the new materials and curricula effective in improving Gifted and Talented instruction?	• Teacher Questionnaires
5-7.	How did new materials and curricula improve student learning in mathematics and science?	• Teacher Questionnaires

Distribution of Reports For Instructional Personnel

- Systemwide Testing T-2
- Chapter 1/Chapter 1 Migrant T-13
- Surveys T-14
- Dropout Prevention T-17

DISTRIBUTION OF REPORTS

Normed Assessment Program for Texas (NAPT) & Iowa Test of Basic Skills (ITBS) Individual Student Reports Elementary, Grades 1-8, Spring Administration

All testing materials and reports are sent directly to the principal at each school.

Report	Number of Copies and Recipient	
Alpha Listing Grades 1-6	2 Schools 1 Supervisor of Psychological Services *3 Total*	
Percentile Rank Order Grades 1-6 • Reading Comprehension • Language Total • Mathematics Total	2 Schools	
Student Score Label (gummed) Includes GE and percentiles	1 Schools (for measurement data card)	
Achievement Brochure Personalized for each student (includes their percentiles scores)	1 Schools (for parents)	
Alpha list of eighth graders assigned to high school	2 Schools (Middle/Junior High) 2 Schools (High School	
Classroom Summaries	Upon Request	
Rank Order Listing of fifth and sixth graders, next year's campuses • Reading Comprehension • Language Total • Mathematics Total	2 Middle/Junior high schools	

DISTRIBUTION OF REPORTS

NAPT/ITBS
Elementary,
(Continued)

All testing materials and reports are sent directly to the principal at each school.

Report	Number of Copies and Recipient	
Rank Order Listing of Eighth Graders by next year's campuses • Reading Comprehension • Writing • Language Total • Mathematics	2 High Schools	

DISTRIBUTION OF REPORTS

NAPT
Individual Student Reports
High Schools, Grades 9-11, Spring Administration

All testing materials and reports are sent directly to the principal at each school.

Report	Number of Copies and Recipient	
Student Score Label Individual student scores, alphabetic by school by grade.		Schools: 1 Registrar 1 Measurement Data Card 2 *Total*
Achievement Brochure	1	Schools (for students)
Alphabetic Listing of Individual Student Scores This report is generated by school by grade.		3 Schools 1 Supervisor of Psychological Services 4 *Total*
Percentile Rank Order Grades 9-11 • Reading Comprehension • Written Expression • Mathematics	2	Schools
Alphabetic Listing of Special Education Students Includes scores of all special education students tested (validly and for experience only)	2	Special Education Coordinators
Fall Classroom Summaries This report is generated by period, by teacher.		Upon request by school
Spring Classroom Summaries This report is generated by period, by teacher.		Upon request by school

DISTRIBUTION OF REPORTS

NAPT
High Schools,
(Continued)

All testing materials and reports are sent directly to the principal at each school.

Report	Number of Copies and Recipient	
Individual Student Report for all Special Education Students Letter size document	1 Schools	
Alphabetic Listing of Auditorially Handicapped (AH) Special Education Students Includes scores of all auditorially handicapped students tested (validly and for experience only)	1 Supervisor, Regional Day School for the Deaf	
Alphabetic Listing of Visually Handicapped (VH) Students Includes scores of all visually handicapped students tested (validly and for experience only)	1 VH Teacher	

DISTRIBUTION OF REPORTS

NAPT
School and District Summary Reports
Elementary and Secondary, Grades 1-11, Spring Administration

All testing materials and reports are sent directly to the principal at each school.

Report	Number of Copies and Recipient	
School Achievement Profiles	1 Schools 9 Profiles volumes *10 Total*	
***District Achievement Profiles**	200-300 Final Report/ Profiles Volume	
Districtwide Frequency Distribution by Grade by Subtest	1 ORE	

* These reports are not distributed to *ANYONE* until the final reports are distributed to the School Board.

DISTRIBUTION OF REPORTS

TAAS
Individual Student Reports
Elementary and Secondary, Grades 1, 3, 5, 7, 9, and 11
October Administration

All testing materials and reports are sent directly to the principal at each school.

Report	Number of Copies and Recipient	
Confidential Student Report (Provided by TEA)	1 Schools 1 Parents 1 Permanent Folder *3 Total*	
Student Score Labels (gummed) Indicates individual student scores, alphabetic listing by school by grade for measurement data cards (Provided by TEA)	1 Schools (2 copies for Grade 11)	
Alphabetic Listing of Individual Student Scores This report is delivered by school by grade for valid (produced by TEA) and experience only (produced by ORE)	3 Schools	
Fall Classroom Summaries Grades 4. 6, 8, and 10	Upon request from Data Services	

DISTRIBUTION OF REPORTS

TAAS
School and District Summary Reports
Elementary and Secondary, Grades 1, 3, 5, 7, 9, and 11
October Administration

All testing materials and reports are sent directly to the principal at each school.

Report	Number of Copies and Recipient	
School Summary Report (Provided by TEA)	3 Schools 1 Instructional Coordinators 1 Associate Superintendent of Instruction 1 Assistant Superintendent of Elementary Education or Assistant Superintendent of Secondary Education 1 ORE *7 Total*	
* **District Summary Report** (Provided by TEA)	Final Report/ Achievement Profiles 3 Instructional Coordinators 1 Associate Superintendent of Instruction 1 Assistant Superintendent of Elementary Education or Assistant Superintendent of Secondary Education 1 ORE *6 Total*	
Districtwide Frequency Distribution by Grade by Subtest	1 ORE	
Alphabetic Listing of Students Required to Take the Exit-Level TAAS (Produced by ORE prior to testing)	2 Schools	
Mastery Report by Objective Grades 11 and 12 (Produced by ORE)	3 Schools 3 Instructional Coordinators 1 Supervising Principals *7 Total*	
Class Summary by Objective At the beginning of each semester by teacher by period (produced by ORE)	Upon request from Data Services	

* These reports are not distributed to *ANYONE* until the final reports are distributed to the School Board.

DISTRIBUTION OF REPORTS

NAPT/TAAS
Special Education Coordinators Reports
Elementary and Secondary, Grades 1-12
Fall and Spring Administrations

Report	Number of Copies and Recipient		Grade
Alphabetic Listing of Special Education Students Includes scores of all special education students tested (validly and for experience only)	2	Special Education Coordinators	1-11
Alphabetic Listing of TAAS Scores These are students whose scores are coded invalid -- special education exemption by the ARD.	2	Special Education Coordinators	1, 3, 5, 7, 9, 11
Individual Student Report This is generated for each special education student	1	Special Education Coordinators	
Alphabetic Listing of Auditorially Handicapped (AH) Students Includes scores of all auditorially handicapped students tested	1	Supervisor, Regional Day School for the Deaf	
Alphabetic Listing of Visually Handicapped (VH) Students Includes scores of all visually handicapped students tested	1	VH Teacher	

DISTRIBUTION OF REPORTS

Other Tests
School and District Summary Reports
Elementary and Secondary, Grades 1-11
Differing Administrations

Report	Number of Copies and Recipient	
Computer Literacy Test (CoLT) Alphabetic listing of students and their scores by current and destination schools.	By Schools: 2 Schools Where Tested Straight Alpha: 14 Schools 1 ORE *15 Total*	
Computer Literacy Test (CoLT) Rank order of students and their scores by current and destination schools.	By Schools: 2 Schools Where Tested *2 Total* Straight Alpha: 14 Schools 1 ORE *15 Total*	
TAAS Practice Tests Class summaries	2 Schools	
End of Basal Tests Class summaries Individual Skills Analysis	Schools 2 Class Summaries 1 Individual Skills Analysis	
Rank-Order Listing of Black Students This list includes Black students at Teach and Reach campuses scoring at or below the 50th percentile in reading and mathematics on the spring ITBS, by school (fall).	1 Teach and Reach teacher	

DISTRIBUTION OF REPORTS

Other Tests
Elementary and Secondary,
(Continued)

Report	Number of Copies and Recipient	
Classroom Norms Analysis This report lists Teach and Reach students served in reading and mathematics, by teacher and grade.	1 Teach and Reach teacher	
Customized Reports	Upon request	

DISTRIBUTION OF REPORTS

Microfiche Production Schedule 1991-92

Test	Report	Target Date
NAPT	Districtwide alpha listing of individual student scores, grades 1-8 -- including special education students tested validly or for experience only	May 30
TAAS (Elementary, Middle/Junior High, Senior High)	Districtwide alpha listing of individual student scores	June 14

DISTRIBUTION OF REPORTS

Chapter 1/Chapter 1 Migrant School Staff Reports

Report	Number of Copies and Recipient	
Chapter 1/Chapter 1 Migrant Roster and ROSS Forms These are sent in August and every six weeks.	All Chapter 1 and Chapter 1 Migrant teachers	
Chapter 1/Chapter 1 Migrant Final Reports These reports are distributed in August.	All Chapter 1 and Chapter 1 Migrant teachers	
Pre-K Test Results These results are sent in November and May.	Pre-K teachers	
Other Analyses Other reports and computer generated reports sent upon request.	Program staff or Division of Elementary Education	
NCE Gains This information is sent out in August.	Chapter 1 and Priority School Principals	
Effective Schools Standards Reports This report is available and sent in June.	All Elementary Principals	

DISTRIBUTION OF REPORTS

Student Survey
Staff Reports

Report	Number of Copies and Recipient	
Vocational Course Listing List of students' vocational course choices for each high school.	2 Vocational Counselors	
Summary of Vocational Responses Summary results of student responses to the vocational items for each high school.	2 Vocational Counselors	
List of Vocational Course Choices in Coop List of own and other students' vocational course choices for students interested in coop, for each high school	1 Set Vocational Counselors	
List of all Survey Items and Results List of all survey items and results by campus	1 Principals	

DISTRIBUTION OF REPORTS

Employee Survey
Staff Reports

Report	Number of Copies and Recipient	
Summary Results of Items by Topic Summary results of teacher, administrator, and other professional responses to survey items by topic	1	Originator of the Items (including evaluators, evaluation associates, and central office administrators)
List of School Climate/Effectiveness Items List of school climate/effectiveness items and results by campus	1 1 1	Principals Assistant Superintendent of Elementary Education Assistant Superintendent of Secondary Education

DISTRIBUTION OF REPORTS

Parent Survey
Staff Reports

Report	Number of Copies and Recipient	
Summary of Elementary Parent Responses Summary results of elementary parent responses to items	1 Principals 1 Assistant Superintendent of Elementary Education	

DISTRIBUTION OF REPORTS

Dropout Prevention
School Summary Reports
1991-92

Report	Number of Copies and Recipient	Production Date
Preliminary Report of Students at Risk for Dropping Out Listing of students in grades 7-12 identified by State criteria as at risk for dropping out of school. High-Risk students are asterisked. Creation of file: Linda Frazer Person Responsible: Glenda Stover	By school: 1 Secondary Dropout Prevention Coordinators 1 Secondary Principals 5 Counselors 1 Complete Set to District Dropout Prevention Coordinator 1 Set Grades 9-12 Director High School Programs and Services 1 Set Grades 7-8 Director Middle School/Junior High Programs and Services 1 Complete Set Supervisor Vision and Hearing Testing	One week before school opens
Information for Assessing Dropout Risk Listing of students in grades 1-12 with information of possible use in assessing dropout risk. Creation of file: Linda Frazer Person Responsible: Glenda Stover	By school: 1 Elementary and Secondary Dropout Prevention Coordinator 1 Elementary and Secondary Principals 1 Intervention Specialists 1 Elementary Counselors 5 Secondary Counselors 1 Complete Set to District Dropout Prevention Coordinator 1 Set Grades 9-12 Director High School Programs and Services 1 Set Grades 7-8 Director Middle/ Junior High Programs and Services	October

DISTRIBUTION OF REPORTS

Dropout Prevention
School Summary Reports
1991-92
(Continued)

Report	Number of Copies and Recipient	Production Date
Students at Risk for Dropping Out Listing of students in grades 7-12 identified by State criteria as at risk of dropping out of school. Similar list provided for grades K-6. High-risk students are asterisked. Creation of file: Linda Frazer Person Responsible: Glenda Stover	By school: 1 Elementary and Secondary Dropout Prevention Coordinator 1 Elementary and Secondary Principals 1 Intervention Specialists 5 Counselors 1 Complete set to District Dropout Prevention Coordinator 1 Set Grades 1-6 Assistant Superintendent for Elementary Education 1 Set Grades 9-12 Director High School Programs and Services 1 Set Grades 7-8 Director Middle/ Junior High Programs and Services 1 Complete Set Supervisor Vision and Hearing Testing	November
Parent Notification Attachment Listing of TEA criteria marked for each criterion that applies to an individual student. Mathematics and reading grade equivalents also included. Creation of file: Linda Frazer Person Responsible: Glenda Stover	By school: 1 For Parents of Each At-Risk Student	November

DISTRIBUTION OF REPORTS

Dropout Prevention
School Summary Reports
1991-92
(Continued)

Report	Number of Copies and Recipient	Production Date
Six-Weeks Dropout Report Listing of students who appear to be dropouts consistent with the state dropout definition at the end of each six weeks. Person Responsible: Linda Frazer	By school: 1 Secondary Dropout Prevention Coordinator 1 Secondary Principals 1 Registrars Complete set to District Dropout Prevention Coordinator 1 Set Grades 9-12 Director High School Programs and Services 1 Set Grades 7-8 Director Middle/ Junior High Programs and Services 5 Counselors	End of each six-weeks period
Six-Weeks Dropout Report to Cabinet Listing of secondary schools with cumulative dropout rate for each six-weeks period with comparison to previous years' rates. Person Responsible: Linda Frazer	Cabinet Assistant Superintendent for Secondary Education District Dropout Prevention Coordinator Director High School Programs and Services Director Middle School/Junior High Programs and Services 1 Secondary Principals 1 Dropout Prevention Coordinators	End of each six-weeks period
Annual Dropout Report Yearly report of school year and annual dropout rates by high school and junior high, by sex, by ethnicity, by grade, and includes longitudinal rates for first-time 9th graders and first-time 7th graders. Person Responsible: Linda Frazer	1 Superintendent 1 Members, Board of Trustees 1 Members, Cabinet 1 Secondary Principals 1 Dropout Prevention Coordinator 5 Counselors Director High School Programs and Services Director Middle School/Junior High Programs and Services 1 Secondary Librarians	December

DISTRIBUTION OF REPORTS

Dropout Prevention School Summary Reports 1991-92 (Continued)

Report	Number of Copies and Recipient	Production Date
Public Education Information Management System (PEIMS) Previous year's dropout numbers by campus, grade, and ethnicity Person Responsible: Linda Frazer	1 TEA	October
School Characteristics and Ranks (SCAR) Dropout Section Person Responsible: Linda Frazer	File	November, May, July
June Principals' Notebook Dropout Section	1 Secondary Principals 1 Elementary Principals	June
Annual Performance Report Dropout Statistics Person Responsible: Linda Frazer	1 Superintendent 1 Members, Board of Trustees 1 Members, Cabinet 1 Assistant Superintendent for Secondary Education 1 District Dropout Prevention Coordinator 1 Director High School Programs and Services Director Middle School/Junior High Programs and Services 1 Secondary Principals 1 Elementary Principals 2 Texas Education Agency 1 File 1 History Center 1 Press	December

DISTRIBUTION OF REPORTS

Dropout Summary
School Summary Reports
1991-92
(Continued)

Report	Number of Copies and Recipient	Production Date
Feedbacks Final Report overviews and/or interim reports Person Responsible: Linda Frazer	1 District Dropout Prevention Coordinator 1 Dropout Prevention Coordinators 1 Secondary Principals 1 Registrars 5 Counselors 1 Grades 9-12 Director High School Programs and Services 1 Grades 7-8 Director Middle/ Junior High Programs and Services	1 month after Final Report publications or as needed

ORE Agenda-Setting Process 1991-92

			Program Effectiveness Comparisons	Distributive Information Systems for Campuses (DISC)	Generic Evaluation System (GENESYS)*	Faculty/Staff Recruitment Plan	Priority Schools (Local)	Dropout Prevention (Local)	At-Risk Students	Districtwide Surveys (Employee, Student, and Parent)	Systemwide Testing	Annual Performance Report/HB1758/PEIMS	Programs for LEP Students	Historical Student Retention in Grade	Project A+ Elementary Technology DemonstrationSchools	Project A+ School Based Improvement (SBI)	Chapter 1 Supplementary	Chapter 1 Priority Schools	Chapter 1 Migrant	Chapter 2 Formula	Title VII Bilingual Education Transition Program	Drug-Free Schools	National Science Foundation (Science Academy of Austin)	Title II Mathematics and Science Teacher Training	TAAS Practice and End-of-Book Test Scoring
Mandate	Required by School Board Policy?					+	+	+	+	+	+	+													
	Required by state law or SBOE rule?							+	+		+		+												
	Requested by Superintendent/administration?		+	+	+	+		+	+	+				+	+	+									
	Requested by divisions/departments/schools?		+	+	+	+		+	+	+				+	+	+									
	Evaluation need identified by ORE?		+	+	+			+	+	+				+	+										
	Required by external funding agents (private, state, federal)?														+	+	+	+	+	+	+	+	+	+	
Evaluability	Process evaluation	Possible?	+		+	+	+	+		+			+	+	+	+	+	+	+	+	+	+	+	+	+	
	(implementation):	Recommended by ORE?	+		+			+		+					+	+	+	+	+	+	+	+	+	+	+	
	Product evaluation	Possible?	+		+	+	+	+	+		+		+	+	+	+	+	+	+	+	+	+	+			+
	(achievement/attendance/behavior/other):	Recommended by ORE	+		+	+	+	+	+		+		+	+	+	+	+	+	+	+	+	+	+			+
Utility	Does it provide useful information?			+		+	+	+	+	+	+		+	+	+	+	+	+	+	+	+	+	+	+	+	+
	Is there potential for findings	Budgetary?	+		+	+	+	+	+				+	+	+	+	+	+	+	+	+	+	+			
	being used?	Instructional	+		+	+	+	+	+	+	+		+	+	+	+	+	+	+	+	+	+	+	+		+
	Can data be provided when needed?		+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+

+ = Yes **Blank = No or Not Applicable**

11/3/91

***Programs or Groups for which GENESYS summaries are planned:**

Elementary: Project Teach & Reach Technology Initiative, AIM High, Elementary Computer Labs, Megaskills, Project A+ Elementary Technology Schools, Accelerated Schools, St. Edward's Community Mentor Program

Secondary: Liberal Arts Academy, Kealing Magnet, Science Academy, AIP, Title VII, CVAE, Alternative Learning Center, Robbins, Zenith, Johnston Technology Learning Center, Dropouts, Evening High School, Secondary Honors, Jumpstart, Leadership Austin, Block Programs, Hispanic Student Scholarship Initiative, Newcomers Program, Project TOUCH, CCC Labs

Both: LEP, PAL, CIS, DARE, Mentor

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